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ABSTRACT

This multifaceted, large-scale E and D project in Chicago is based on the much-emulated "hire now, train later" concept which has become a force in the Concentrated Employment Program. During the second year of operation, JOBS NOW was redesigned to become a four-component program, stressing brief (2 week) orientation for disadvantaged youth and heavy involvement and cooperation of private industry. An outline elaborates the methodology of contacting, involving, and developing capability on the part of business and industry so that movement from disadvantaged status to meaningful employment can be facilitated. Two sections of the report are handbooks on coaching and counseling. Statistical tables provide analysis and evaluation of enrollment, placement, test scores, enrollee profile, and industry involvement. Tables are shown correlating post-placement high support and job retention. Rather than a detailed diary of JOBS NOW, this report is a delineation of what the project personnel believe has been done to accomplish important goals and what they think others can do. The first year report is available in "Manpower Research," 1969, as MP 000 818. (Author/CD)

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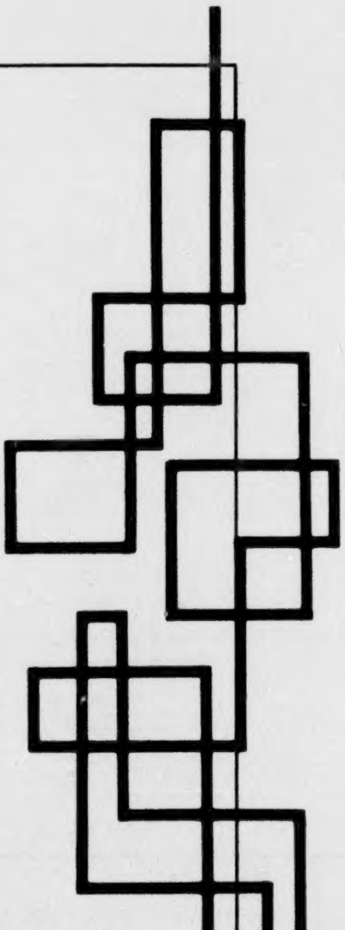

JOBS *NOW* PROJECT

FINAL REPORT FOR PHASE ONE

Second Year

This report on a special manpower project was prepared under a contract with the Manpower Administration, Department of Labor, under the authority of the Manpower Development and Training Act. Organizations under such projects under the Government sponsorship are encouraged to express their own judgment freely. Therefore, po view or opinions stated in this document do not necessarily represent the official position or policy of the Departm Labor.

FINAL REPORT FOR PHASE I
OF THE JOBS NOW PROJECT

The Second Year
(October, 1967 through December, 1968)

To The U. S. Department of Labor
Under Contract Number 82-15-68-08

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TABLE OF CONTENTS

SECTION 1 PROGRAM REVIEW AND SUMMARY 5
SECTION 2 EMPLOYER INVOLVEMENT (Employer Manpower Systems and Basic Jobs Now) 19
SECTION 3 COACHING HANDBOOK 31
SECTION 4 HUMAN RELATIONS HANDBOOK 41
SECTION 5 ANALYSIS AND EVALUATION 57

SECTION I PROGRAM REVIEW AND SUMMARY
TABLE OF CONTENTS

Introduction 6

Overview 6

Second Year Directions 7

Component Summaries 7

Basic Jobs Now – Component I 8

Recruitment And Supportive Services 8

Orientation 8

Job Program Development 9

Coaching 10

Employer Manpower Systems – Component II . . . 12

Expanding The Concept Of Job Program Development 12

Systems Development 12

Managerial Training As It Relates To The Disadvantaged 13

Developing Jobs In Multiples 13

Seminar Center – Component III 14

A New Seminar Direction – Involving Employers With Participants 14

Concentrated Employment Program Seminars 14

Staff Training In Association With The Seminar Center 15

Employment Service Seminars 15

The Office Of Over-All Program Direction And Development – Component IV 15

Introduction 15

The Office of Manpower 16

The Office Of Staff Development 16

INTRODUCTION

Following is the Final Report for the two years of Phase I of the JOBS NOW Project. The period covered extends from October, 1967 through December, 1968. This document is a continuation of the project's first year report which discusses findings for the period from September, 1966 through September, 1967. That document, JOBS NOW Project First Year Report, Sections A through E, is a take-off point for the reading of this report. This present report concentrates on the second program year, from October, 1967 through December, 1968.

The intent of this report is to describe analytically the failures and successes of this project for purposes of adaptation by similar programs, and by business and industry. When recommendations are made, they are made generally for those sectors, and specifically for co-workers who share JOBS NOW's objectives and problems, such as staff of the Concentrated Employment Program (CEP), the Work Incentive Program (WIN), and companies involved in MA programs.

OVERVIEW

The JOBS NOW Project was originally funded in September, 1966 by the Manpower Administration of the U.S. Department of Labor as a demonstration project to test the following assumptions:

> Severely disadvantaged inner-city young adults can be placed into employment after a brief but intensive job orientation.
>
> Cooperation can be effected between business, industry, labor, and agencies to create productive avenues for the disadvantaged into employment.

Here, in review, are the principal JOBS NOW first year learnings. They remain the *sine qua nor* project.

Business, industry, and labor must make ac dations towards the disadvantaged if the disadv are ever to become a part of the work-force. Tl to-employ modify their behavior, becoming c tive and motivated to work, to the degr representatives of companies become active cerned and involved with those workers. Thu to the employment success of the disadvantage ability of employers to support through inr employment practices the heretofore unem underemployed, or "unemployable."

Programs must coordinate the efforts of a concentrating their services into a compre manpower package which focuses on in fact the disadvantaged. This is best accomplished a central, controlling, and independent p administration to which cooperating agencies inhibiting vested interests, lend their support.

Any program involving the disadvantaged depe its success on the ability of staff to relate func to all areas of program concern. Staff of ma programs must be able to relate freely and with *both* participants and with company pe The success of a program will lie ultimately ability of administrators to encourage fle imagination, and human-relating in staff to to needs and to solve problems.

Programs must break down stereotypes whic in the way of satisfying relationships b individuals involved in employment f disadvantaged. Productive relationships companies, programs, participants, and agen products of personal, one-to-one relati between individuals. The deeper programs involved in working to employ the hard-to- the more apparent will become the need emphasis on qualities which advance inter-p relations.

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Business, industry, and labor must make accommodations towards the disadvantaged if the disadvantaged are ever to become a part of the work-force. The hard-to-employ modify their behavior, becoming cooperative and motivated to work, to the degree that representatives of companies become actively concerned and involved with those workers. Thus, a key to the employment success of the disadvantaged is the ability of employers to support through innovative employment practices the heretofore unemployed, underemployed, or "unemployable."

Programs must coordinate the efforts of agencies, concentrating their services into a comprehensive manpower package which focuses on in fact serving the disadvantaged. This is best accomplished through a central, controlling, and independent program administration to which cooperating agencies, free of inhibiting vested interests, lend their support.

Any program involving the disadvantaged depends for its success on the ability of staff to relate functionally to all areas of program concern. Staff of manpower programs must be able to relate freely and openly with *both* participants and with company personnel. The success of a program will lie ultimately in the ability of administrators to encourage flexibility, imagination, and human-relating in staff to respond to needs and to solve problems.

Programs must break down stereotypes which stand in the way of satisfying relationships between individuals involved in employment for the disadvantaged. Productive relationships between companies, programs, participants, and agencies are products of personal, one-to-one relationships between individuals. The deeper programs become involved in working to employ the hard-to-employ, the more apparent will become the need for an emphasis on qualities which advance inter-personal relations.

A basic organizational unit which brings together the total potential of a program, which enhances communication between staff, and which concentrates program service on a manageable population, maximizes the chances of participants to become gainfully employed. Semi-autonomous teams, micromatic total programs made up of staff of each major program component, best allow a program to develop viable relationships between the program, participants, and companies.

Disadvantaged workers react best to a job situation when they are supported on the job through personal follow-up. The real test of a program involving participants placed into employment will come *after* placement. The ability of a program to provide personal support for its participants will greatly increase the likelihood of successful employment for those participants. A personal relationship with a program coach, or an in-company "buddy" or sponsor bridges the gap between the workers' home surrounding and the very different work setting. Without this kind of support, the disadvantaged frequently revert to dysfunctional habits, and return to the streets.

The active involvement of supportive agencies which are geared to answering employment-related problems of the disadvantaged is helpful to the success of programs for the disadvantaged. Traditional forms of agency assistance are often obsolete and not in keeping with the need for immediate and effective aid to the disadvantaged. This means that manpower programs must be diligent in finding sources of assistance to solve problems which are corollary to the employment problems of the hard-to-employ.

A brief but intensive job orientation satisfactorily provides a transition between the ghetto and the job, and between old values and habits and new values and habits. The effect of orientation is one of a catalyst between the streets and the job. It must be succinct and intensive enough to allow a comfortable entry into a company, and to facilitate participant response to more intensive on-the-job orientation and training. In-company support and training is of more constant and more extended impact than institutional orientation. Therefore, a program's job-orientation should be short and pertinent only to the initial preparation of the participant for entering the employment world.

SECOND YEAR DIRECTIONS

Early experiences with many companies cooperating with the program indicated within those companies manpower shortages, high turnover, and impeded company expansion due to the failure to institute channels for the upward mobility of low-skilled employees or potential employees. On the other hand, there was a growing unemployment rate in ghettos, particularly among youth; and a general willingness of cooperating companies to make deeper and more on-going commitments to a program ready to help them develop in-depth high support systems for the disadvantaged in those companies.

What became most apparent to JOBS NOW during its second year was that given proper guidance and assistance, business and industry should and could assume the primary role in dealing with the disadvantaged. The overriding goal of the project became this: to demonstrate that what JOBS NOW and other "government" programs were doing to get employed and keep employed the disadvantaged could realistically be accomplished by private employers. Specificially, the project's goal was to work with employers to design and implement in-company manpower development systems keyed to benefitting companies through supporting and advancing in employment the hard-to-employ worker.

To capitalize on the existing climate in Chicago's business community, JOBS NOW was redesigned to become a four (4) component program. The first hypothesis (that a brief job-orientation was feasible and advisable) remained the same. The orientation program changed very little from the first year. The second hypothesis (that business, industry, labor, and agencies can work together to employ the disadvantaged) branched out into two (2) new project objectives:

> To provide support during a time of transition from an institutionalized setting to on-site in-company training.
>
> To encourage employers to develop on-site training, pre-training, orientation, and upgrading programs that include general basic education as well as occupational skill training.

The dominant emphasis of this report is to indicate the ways in which the JOBS NOW project worked to shift its concentration to increase employer-involvement and to alter concepts to facilitate their use in companies. The intent of this report is to indicate the why and the how of our major thesis:

> *Programs like JOBS NOW and the Concentrated Employment Program should become catalytic agents to prepare companies to develop and sustain their own programs for the hard-to-employ.*

JOBS NOW is convinced that this is the direction in which programs must move if sustained, meaningful, and large-scale employment for the disadvantaged is to be achieved. For existing programs, it means demonstrating that the *sine qua non* of JOBS NOW's activities are amenable to the framework of the company engaged in receiving the hard-to-employ into its work force. It means concentrating with companies on developing in those companies the capability to carry on their own manpower development systems which are keyed to the special needs of disadvantaged workers.

COMPONENT SUMMARIES

At the same time that the new directions in program were developing, a refinement of older and ongoing operations was also taking place. Thus, the

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COMPONENT SUMMARIES

At the same time that the new directions in program were developing, a refinement of older and ongoing operations was also taking place. Thus, the Basic JOBS NOW component, which has been the total program in the first year, continued its same first year operations. Other new components moved predominantly to work closely with business and industry to create and sustain manpower development systems. New components included the Employer Manpower Systems, the Seminar Center, and the Office of Over-All Program Direction and Development.

Basic JOBS NOW recruited, selected, and enrolled in its job orientation program, and placed into and supported in employment, approximately one hundred (100) unemployed disadvantaged persons every two weeks.

The Employer Manpower Systems (EMS) component worked with employers to develop in-company systems of manpower development geared to low-skilled entry level employees or potential employees.

The Seminar Center worked with employers and agencies to effect changes in attitudes which were detrimental to the disadvantaged.

The Office of Over-All Program Direction and Development permitted more effective program planning and development, and more effective responses to participant, company, and agency needs. It tested, measured, and documented concepts and techniques that had been developed to bring disadvantaged youth into sustained and meaningful employment. It was responsible for the collection of demographic data and for the coordination of follow-up and feedback on participants.

BASIC JOBS NOW – COMPONENT

Basic JOBS NOW is the only comp program which is responsible for dealing dir disadvantaged participants. As such, it re core of the program. The other three (3 components grew out of it in response to learnings. Sub-components of Basic JO include:

- Recruitment and Supportive Services
- Orientation
- Job Program Development
- Coaching

RECRUITMENT

Recruiting participants was not ge problem. Contracted last year to enroll tw hundred (2400) gang-oriented ghetto y project registered over twenty-six hundred its job orientation. This had less to do agency support than with word-of-mouth a among participants and their friends and Walk-ins represented seventy-two per cent registered participants. The remaining tw per cent (28%) were agency referrals. Durin year, walk-ins represented thirty-three (33%) of total participants.

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BASIC JOBS NOW – COMPONENT I

Basic JOBS NOW is the only component of program which is responsible for dealing directly with disadvantaged participants. As such, it remains the core of the program. The other three (3) program components grew out of it in response to first year learnings. Sub-components of Basic JOBS NOW include:

Recruitment and Supportive Services

Orientation

Job Program Development

Coaching

RECRUITMENT

Recruiting participants was not generally a problem. Contracted last year to enroll twenty-four hundred (2400) gang-oriented ghetto youth, the project registered over twenty-six hundred (2600) in its job orientation. This had less to do with good agency support than with word-of-mouth advertising among participants and their friends and families. Walk-ins represented seventy-two per cent (72%) of registered participants. The remaining twenty-eight per cent (28%) were agency referrals. During the first year, walk-ins represented thirty-three per cent (33%) of total participants.

Thus, getting agencies to refer, bring, and follow-up on their designates became a greater problem during our second year than it had been before! No recruitment agency met its quota. Yet, agencies are central to a program. One of the major advances of the Concentrated Employment Program design is its integrating resources of large numbers of agencies and programs under a single local institution. Programs must operate from the belief that the creation and maintenance of inter-agency cooperation is theirs, the *programs'* responsibility.

Late in 1968, it became the practice to assign staff (usually coaches) to work with agencies once a week. Their efforts proved successful. Referrals from agencies nearly doubled. It has been found practical to have a prominent member of each supporting agency serve on JOBS NOW's advisory committee, as well as to carry on periodic pre-referral orientations to potential participants of the agency and to agency staff who do the actual referring. The project also worked to supply follow-up information on both placed and unplaced participants to agencies, but encouraged them to do their own follow-up as well.

ORIENTATION

Orientation proceeded along two interrelated channels: human relations training and practicum workshops. Human relations exposure was intended to effect in the participant a receptivity to employment through bringing about changes in their attitudes, self-concepts, and understanding. This can be accomplished radically when participants are confronted by others under loosely controlled conditions.

Emphasis of the three orientation workshops reinforced changes brought about in participants' ability to achieve a more productive view of themselves and of employment. Workshops included Personal Enrichment (this was previously called Grooming and Hygiene), Money Management, Job Orientation and the Chicago Transportation System.

Individual counseling sessions promoted a greater feeling of warmth and openness between counselors and participants. Information gathered initially by an Employment Service interviewer was supplemented in these sessions. In addition, the counselor was able to introduce the participant to the other team members who would be working closely with him. Remedial education tutoring sessions were introduced for participants who had some special problems in areas covered by practicum workshops, i.e. spelling, vocabulary, and basic mathematical computations necessary for filling out job applications correctly. However, those sessions were necessarily brief and were given as the need arose. They were not written into the regular orientation schedule. They were given by an instructor either before or after working hours. This is the kind of second-chance effort which programs must schedule for participants. Allowances for such final briefing sessions should be made a part of the normal program schedule.

Varying The Number Of Participants

The Orientation Center served approximately one hundred (100) participants per two-week cycle. Average cycle enrollment was one hundred and nine (109). Cycle registration was allowed to range from a low of fifty-one (51) to a high of one hundred and sixty-two (162) while no changes in the number of staff were made. It was found that the closer the enrollment figure approximated one hundred (100), the greater seemed the ability of participants and staff to fully participate in training. Groups with twenty participants to one workshop instructor remained the most responsive to training.

The five counselors had greater difficulty in working effectively with larger numbers of participants than did the instructors. This was attributed to the responsibility of each counselor as a coordinator of a team, and to the taxing nature of Human Relations Training and individual counseling sessions. A new team design was developed late in the year to free the counselor of his supervisory responsibilities. Given sufficient space, workshop instructors seemed able to work with more than thirty participants. And, on the whole, allowing more than approximately one hundred (100) participants entrance to the program proved to be less detrimental to the orientation staff than it did to job program developers and coaches. The optimal ratio of participants to job developers for a two-week cycle seems to be twenty (the number of one team group) to three; while the ratio of participants to coaches should be twenty to eight. This allows sufficient personnel for ongoing job development, for the placement of participants out of the cycle, and for one year's follow-up on all participants.

Developing Employer Involvement In Orientation

The growing interest of business and industry in hiring the disadvantaged has made more imperative than ever the need for effective orientation programs to acclimate the hard-core to employment. The principal new orientation emphases in reference to business and industry consisted of:

> Developing specialized orientation programs for individual companies.
>
> Increasing the active participation of employers in the JOBS NOW Center.

In conjunction with the EMS component, orientation staff developed industry-keyed orientation to specific job categories. Special orientations were generally conducted on company premises, sometimes by JOBS NOW staff, and sometimes by company personnel. Two large public utilities, a major manufacturing firm, and six large banks used the project's basic orientation design within their company settings. This is one example of how programs like CEP should work with employers to develop programs pertinent to the specific needs of companies and to the participants placed into those companies.

Nearly every cycle, company personnel participated in orientation at JOBS NOW, frequently becoming involved in both human relations classes and workshops. In addition, several companies most committed to the project regularly had their own staff (usually middle management) provide input to participants on the companies into which placements were to be made. This kind of involvement serves more than one purpose. Immediately, it generally has a favorable effect on participants placed into companies with which they have been involved in orientation. On a more long-range basis, it should familiarize employers, through practical participation, with techniques for developing and implementing their
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JOB PROGRAM DEVELOPMENT

The Approach

It is absolutely essential to think in terms of job *program* development rather than of job solicitation or job development. A job alone is not enough! Job development must be *programmatic.* Job program developers work to build into a company situation opportunities for support and advancement. The creation of in-company systems addressed to the varied needs of disadvantaged employees is central to the concept of high support, the project's foundation of effective job program development. Successful systems stabilize employers' disadvantaged work forces. Turnover and other expressions of post-hiring difficulties can be reduced to the extent that employers become *actively* committed to working with the hard-to-employ.

Through job program developers (JPDs), cooperating companies are required to institute high support provisions for placed participants. Provisions include:

1. Lowering educational requirements.
2. The individual consideration of police records.
3. Lowering minimum standards on tests.
4. Assignment of a co-worker as a "buddy."
5. On-the-job consultation between participant, JOBS NOW staff, and company supervisor.
6. Making contact with JOBS NOW when employee's performance faltered.
7. Consultation with JOBS NOW before discharging participant.
8. Providing longer periods of orientation and training.

A Foreseeable Difficulty

Finding placements for one hundred (100) participants every two weeks out of orientation, developing jobs from over two hundred and seventy (270) companies, and building supports and upward mobility into those jobs — these combined and integral tasks were an exhausting load on the ten JPDs. Regretably, sometimes it became an either/or problem — either satisfactorily placing a participant and dealing with companies on a less than extensive basis; or neglecting the time consuming task of placement while relating intensively to companies. It is JOBS NOW's belief that other programs will experience similar problems.

Because of this either/or problem, the extensive nature of the project's involvement with companies diminished last year. A substantial number of companies became dormant. Programs should be aware of the need to revitalize "old" companies. Redeveloping them is less difficult usually than developing a totally new company. Late in the year, JPDs were assigned to recover old companies, as well as to develop new companies.

Perhaps the most promising way of relieving some of the pressures on the JPD is through freeing him of some of his responsibilities of *maintaining* a company once it is developed and smoothly operating. Maintaining a "good" company usually means trouble-shooting, working with middle and upper management to solve atypical and infrequent problems. The more sophisticated skills of the JPD are frequently unnecessary in these situations. The development of a new coaching position, that of the Maintenance Coach to work with relatively stable and self-sustaining company systems, freed JPDs to develop new companies on an extensive basis and to revitalize dormant companies.

The Major Problems

Two principal problems emerge in developing effective high support programs. They are:

> The failure of some companies to develop *thorough* commitment and *effective* translation of this commitment down to line staff.
>
> The failure of companies to create internal avenues for the upward mobility of disadvantaged personnel.

Yet, both of the above are absolute requisites of really effective job program development. The first problem proved to be particularly difficult in that it represented many forms of deep personal resistance to dealing with disadvantaged workers on the part of company staff. It is less difficult to get upper management committed to the program than it is to positively involve middle or lower management. The ability to demonstrate to supervisors and middle administrators that it is in their best interests to help participants to achieve success on the job will often determine the success of a job program. The creation of an Employer Manpower Systems team and JOBS NOW Seminar Center to provide human relations training for management proved helpful in this area.

Solving the second problem is a major emphasis of the project. Unless a program builds into its approach to companies a real and systematic emphasis on building career ladders, the upward mobility of disadvantaged workers will not generally be forthcoming.

COACHING

Last year's experiences bore out again the growing importance of coaching by indicating its amenability to more sophisticated duties. Initially envisioned as a "big-brother" who related to participants in their home surroundings, the coach became more and more to act as liaison between placed participants and companies, communicating to each the needs of the others.

As a big-brother or "buddy," the coach acts as an auxiliary human relations counselor. As he relates to management and to working participants, he operates

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As a big-brother or "buddy," the coach acts as an xiliary human relations counselor. As he relates to anagement and to working participants, he operates as a supplemental job program developer. All coaches do both. In addition, they are responsibile for following-up for one year on all of their participants, whether in employment or not.

During the first year, two categories of coaching existed: regular coaches and assistant coaches. Assistant coaches were recruited from the participant population to help solve problems of turnover, absenteeism, and heavy case-loading among regular coaches. As the dominant shift in the project took place — towards working more closely with employers in their facilities — so a new category of coaching was implemented.

Maintenance coaches maintain cooperation with companies whose relationships with JOBS NOW have proven relatively stable and are characterized by infrequent and minor problems. These upgraded staff are responsible for continuing company involvement and for follow-up on participants placed into these companies. This new position allows:

Shifting job program developers from stable companies to develop in-company programs in new companies. It is foreseeable that eventuall[illegible]o JPD will be responsible for maintaining a developed company.

Keeping better and more constant contact with participants in these companies. The location of substantial numbers of participants in one company makes participant follow-up easier — what could normally take the coach two weeks to locate, visit, and interview participant and employee, can, where many participants are employed, be accomplished in one or two days.

Upgrading of coaches to carry on duties similar to those of a job program developer.

Expanding the coaching concept to include more varied and complex duties. The concept of coaching is open-ended. Although it is still in the process of being properly indentified, its potential should not be underestimated by programs or by companies looking for ways of stabilizing their low-skilled work forces.

A new area into which the project is moving is that of assisting companies in hiring and training their own coaches. A problem to be expected, one which is often encountered, centers about the question of allegiance. A balance must be struck between loyalty to the participant for whom the in-company coach acts as an advocate, and allegiance to the company which employs the coach. The company cannot be too much of a "company man" or disadvantaged workers become suspicious of him. Nor can he be too much of "one of the guys," or he becomes ineffectual as a company representative.

The coaching concept still represents numerous problems. Most of these are continuing problems which are described in the project's first year report. The principal of these are:

Fairly rapid turnover among staff. As the project moves to closer involvement with business and industry, it expects to lose coaches to companies. This is in addition to the normally high turnover rate among coaches.

Reporting. Changes in the team design and the revision of the Central Information Office have somewhat reduced problems in this area.

Accountability. The new team design has reduced the proportion of coaches to supervisor from one (1) to forty (40) to one (1) to six (6). This has meant an increase in the accessibility of coaches to supervision.

Employer Contact. Difficulties in relating directly with management – the point of contact between program and company personnel – is the central relationship of the project. There is a high correlation between good coach-company representative relations and good project-company relationships. Yet, this relationship is the most difficult for our staff to encounter. The overwhelming majority of JOBS NOW coaches are subprofessionals and not generally accustomed to working with business and industry. Sophistication arises out of in-service training, and constant contact with companies. The project is now developing a training model geared to equip coaches to relate to middle and upper management.

Assistant Coaching. The problems of effectively relating with management is greater for the assistant coach than for any other member of the employment staff. Another problem JOBS NOW has encountered on a small scale is that of assistant coaches over-identifying with participants. The project is placing added emphasis on methods to solve these problems, particularly in areas of selection, orientation, and training.

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EMPLOYER MANPOWER SYSTEMS – COMPONENT II

INTRODUCTION

The Employer Manpower Systems (EMS) component was created in the second year of JOBS NOW. EMS was a response to problems which existed in effecting a viable bond between two populations. On the one hand, there was business and industry, moving slowly from resistance to dealing with the disadvantaged. On the other hand, there were low-skilled employees or potential employees being referred to employment by JOBS NOW and other programs.

On the whole, in-depth, in-company systems of manpower development were not geared to handle disadvantaged workers. Those that were, were unsystematic and generally ineffectual. The economy was open for expansion, yet many companies were not expanding because of high rates of turnover, many unfilled jobs, and weak company career ladders. JOBS NOW participants, and low-skilled labor in general, were virtually ignored as possible solutions to company problems. Those who were hired and not supported properly in employment often created added problems. Minunderstood by other staff, they often returned to the streets.

Given the fact that a growing number of companies appeared willing to make deeper commitments of money, time, and personnel, JOBS NOW saw the problem as threefold:

> To bring into a constructive relationship those two, hitherto mutually exclusive populations.
>
> To develop and sustain manpower development systems within companies.
>
> To influence companies to create opportunities that would spread these systems throughout their industries.

EXPANDING THE CONCEPT OF JOB PROGRAM DEVELOPMENT

The Employer Manpower Systems compone
an outgrowth of job program development condu
by Basic JOBS NOW. EMS potentially h
important implications for job program developm
in other programs such as the Concentr
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The Employer Manpower Systems component is an outgrowth of job program development conducted by Basic JOBS NOW. EMS potentially holds important implications for job program development in other programs such as the Concentrated Employment Program. Perhaps the principal EMS finding pertinent to CEP operations is that *the development of jobs for the disadvantaged which are programmatic is best accomplished when one segment of the job development staff is not responsible for the continual placement of participants.* Again, placing participants in addition to developing the interest and commitment of a number of companies is a major problem for JPDs in the Basic JOBS NOW component.

A division of program must be charged with preparing, *within companies,* an atmosphere congenial to the participant. It should deal with building the capability of the company to employ adequately and keep employed the disadvantaged worker. Evidence overwhelmingly indicates that the employment systems of most companies are simply not keyed to disadvantaged workers. Recently, business and industry have moved into a primary role in working with the hard-core. Yet, companies are often the first to admit that when it comes to creating productive avenues for the disadvantaged into employment, *they, the companies,* are at a disadvantage.

EMS works with companies to identify the nature of their difficulties, to alter conditions within the companies which breed mismanagement and discontent, and to develop systems to support and upgrade low-skilled, entry-level employees. The experiences of EMS indicate that this is a direction into which the Concentrated Employment Program must move if ever private employers are to become able to participate productively in employing the disadvantaged.

The three major areas of EMS operation were:

Developing employer manpower systems in companies.

Providing staff of participating companies with human relations exposure to facilitate their favorable personal involvement with disadvantaged workers.

Developing better methods to increase the number of companies actively involved with our program.

SYSTEMS DEVELOPMENT

EMS worked with companies in developing total employment systems, including pre-training, orientation, occupational skill training, basic education, and job-related educational training. EMS designed and administered surveys to aid companies in studying absenteeism and turnover among entry-level employees. Whereas Basic JOBS NOW staff worked to place participants into hundreds of companies, EMS related to thirty-three (33) companies. Although EMS was not directly responsible for placing participants, it did work closely with Basic JOBS NOW to effect the placement and support of two hundred and fifty (250) Basic JOBS NOW participants. Ordinarily, this is how EMS operates, working in-depth with employers who are actively cooperating with participants placed from Basic JOBS NOW staff.

There is no one employer manpower system which is applicable to all companies. Each company program must emerge as a response to the needs of that particular company. Problems normally are low retention rates, high absenteeism, and tardiness. But problems can be as widely divergent as those of participants in filling out inordinately difficult job applications to problems of inadequate transportation to the plant.

MANAGERIAL TRAINING AS IT RELATES TO THE DISADVANTAGED

The failure of most companies to create their own specific manpower development systems to orient, train, and upgrade the hard-to-employ is but one problem which programs must work to solve. Another is the breakdown in communication between the new disadvantaged worker and other workers. It can be expected that already employed workers in a company will frequently resist working with the new black youth in that company. Remedial actions addressed to accommodating the new disadvantaged employee on the part of management (the creation of a "double standard") often breed insecurity, frustration, and hostility in white (or non-white, but senior) workers. Programs should be ready to effect attitudinal changes in hostile workers. Upon programs' abilities to effect these changes will often rest the success of a company system.

The training given company personnel by EMS focused on the unique existence of the disadvantaged young adult, his background, values, needs, and aspirations. Each training session was organized to develop company personnel's insights into the behavior of the hard-core, gang-oriented young adult, to predict or anticipate his behavior and to learn techniques for relating to him in on-the-job situations. This training facilitated needed behavioral change in workers, helping them to become more open and flexible. They gained deeper insights into groups that work together, and sharpened their individual skills in communication.

If the company desired more intensive training, it selected candidates for Seminar Center exposure. Seminar Center training ordinarily took place in JOBS NOW facilities rather than on company premises, where the initial EMS training was given.

Some problems occurred when management did not understand that human relations exposure for its supervisors was but one phase of the JOBS NOW operation, and that the ultimate aim was the placement of Orientation Center participants into companies. Another difficulty was in determining a withdrawal point for EMS staff. Conceptually, companies are to sustain systems on their own without EMS assistance after EMS has helped to make operations functional. EMS is to spin-off concepts to companies. In the case of human relations training, some few companies did hire their own trainers, but most did not. Programs must be prepared to withdraw from a company when a system is operational, or when it becomes apparent that a company is not going to sustain its own system.

DEVELOPING JOBS IN MULTIPLES

An important finding of EMS is that a promising way of developing highly supportive in-company systems is through effecting the internal involvement of industries and associated businesses. This finding appears to hold major implications for job program development in the Concentrated Employment Program.

Evidence indicates that it could help to solve the characteristic either/or problems which job program developers often face. It means potentially that JPDs need not choose between developing large numbers of companies *or* placing participants, or that a similar choice must be made between dealing intensively *or* extensively with business and industry.

High support jobs can be developed in multiples through one or two powerful members of an industry or business group who are influenced by a program to develop similar cooperation from smaller and less powerful members. This allows program staff to concentrate intense effort on a relatively few companies, and yet, through the efforts of those companies, to create systems of manpower development *extensively* within other companies. For example, representatives of two large downtown banks already cooperating with JOBS NOW were influenced by EMS to involve new banks in the project's employment program. High support placements were obtained from new banks as a result of program selling by old banks. Such a relationship

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Conclusion

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EMS staff were engaged late in the year in exploring the possibilities of utilizing the "multiplier" in new areas which met the following basic criteria of its use:

> The representation of a sufficiently large body of companies within the affected industry.
>
> Potential for a high degree of support for participants within it.
>
> The presence of already effective JOBS NOW relationships with the industry or business group.

Conclusion

Most programs, JOBS NOW among them, are really only now beginning to learn what job program development is. It lies in answer to questions like "What is an employer manpower system? How do you identify the problems of an employer? How do you break through resistance to implement a system? How does a company alter itself to sustain a system properly? How long does an EMS team stay with a company?"

Although EMS has had some success in beginning to answer these questions, there are still many problems to solve. Some have been cited. The most comprehensive problem encountered by EMS is getting employers to look at their *total* employment picture as it relates to the disadvantaged, from the initial job interview to upgrading procedures, and to work to solve whatever problems arise. That is, EMS feels that its efforts have been more random and less intensive than they should have been. This problem has been partially reduced, late in the year, with a reduction in the quota of companies with which EMS was to deal, and the concentration of effort on a small number of highly cooperative and relatively large companies.

SEMINAR CENTER – COMPONE

INTRODUCTION

Staff training must advance in propo complexity of services required to wo disadvantaged – program sophisticati increasing competence from personnel. not only of government-funded progra business, industry, and agencies that affect the lives of the hard-to-employ.

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- Business and industry cooperatin JOBS NOW Program.
- Staff of the Concentrated E Program.
- JOBS NOW staff
- Employment Service personnel

A NEW SEMINAR DIRECTION – INVOLVING EMPLOYERS WITH PARTICIPANTS

As indicated in the section on EMS, th involved in developing supportive and dev systems for the hard-to-employ within co frequently manifestations of a more problem. That problem is effecting

SEMINAR CENTER – COMPONENT III

INTRODUCTION

Staff training must advance in proportion to the complexity of services required to work with the disadvantaged – program sophistication requires increasing competence from personnel. This is true not only of government-funded programs, but of business, industry, and agencies that now closely affect the lives of the hard-to-employ.

A program must afford sectors cooperating with it exposure to techniques developed to serve the disadvantaged, and to a vehicle for building clear and honest interpersonal communication among staff. Sectors cooperating with the JOBS NOW Seminar Center represent the employment environment of the disadvantaged worker. The Center conducted human relations and informational input seminars for:

Business and industry cooperating with the JOBS NOW Program.

Staff of the Concentrated Employment Program.

JOBS NOW staff

Employment Service personnel

A NEW SEMINAR DIRECTION – INVOLVING EMPLOYERS WITH PARTICIPANTS

As indicated in the section on EMS, the problems involved in developing supportive and developmental systems for the hard-to-employ within companies are frequently manifestations of a more significant problem. That problem is effecting attitudinal changes in business and industry. There is a greater positive relationship between expressions of these changes and job stability among the disadvantaged than there is between job stability and pay received or the distance traveled to work.

The Seminar Center acts as a change agent in companies through human relations exposure for managerial and supervisory staff. EMS and the Center cooperate in this type of exposure. Company personnel react best to this kind of training if their initial exposure is given in familiar company surroundings and for a relatively short period of time. This is the responsibility of EMS. More intensive exposure can be received at the Seminar Center. Both EMS and Seminar Center programs intersperse human relations orientation with inputs on the function, purpose and concepts of JOBS NOW.

The JOBS NOW Office of Analysis, Evaluation, and Utilization began working with both EMS and the Seminar Center to measure the change in relationship of subordinates to supervisors who participate in human relations oriented management training. An effort will be made to determine the extent to which changes that occur are reflected in productivity and job adjustment among disadvantaged workers of exposed supervisors.

CONCENTRATED EMPLOYMENT PROGRAM SEMINARS

The Seminar Center conducted seminars for personnel of the Concentrated Employment Program. The first two represented the first opportunity for local CEP directors from eighteen (18) cities to join in discussion of their common problems. A third seminar was given for coaches and recruiters of the Atlanta CEP. It took place in Atlanta.

Although individual seminars concentration varied, basic objectives remained constant. They were:

To create the opportunity for CEP personnel to communicate openly their anxieties, concerns, and problems.

To work together with specific techniques for dealing properly with these anxieties, concerns, and problems in order that these techniques be utilized by personnel in on-the-job situations.

To share JOBS NOW learnings and experience in job program development and coaching.

Initially, lack of communication among participants was pervasive. Concomitant with lack of communication was a high sense of distrust of federal and regional officials and of businessmen. A notable example of distrust and the ensuing defensiveness centered around the National Alliance of Businessmen and the MA program. During the course of the seminars, both written materials and discussion – the opening of communication – were presented, and anxieties were reduced. As discussion developed, seminar participants learned that their problems and concerns were shared by many others in the group. Discussion moved from fears and anxieties towards constructive concern about being able to deal with the program, with federal, regional, and local relationships, and to abet the purpose of the MA program.

As a result of the success of these three seminars, the Bureau of Work Training Programs of the Department of Labor, funded an expansion of the JOBS NOW Seminar Center to provide for the Chicago Training Institute as an institute of technical assistance to the various Concentrated Employment Programs and Human Resources Development staff.

STAFF TRAINING IN ASSOCIATION WITH THE SEMINAR CENTER

JOBS NOW operates on the concept of Participative Management. This concept embodies three principles: high trust-low control, staff participation in policy-making, and decision-making freedom at the line level.

Directed inwardly, towards staff at JOBS NOW, participative management requires a sharp understanding of the role of JOBS NOW, of the individuals with whom the project interacts, and of its goals, resources, and objectives. The implementation of participative management begins with staff training in the Seminar Center. This training includes:

Specific Staff Training

General staff training takes place within each component of the program in weekly input sessions. Periodically, whenever new staff has reached a sufficient number, initial general training is given within the Seminar Center. It consists of an overview of JOBS NOW, its objectives, history, and working concepts. The presentation takes the form of a lecture from which dialogue is encouraged. The second phase of seminar exposure consists of human relations training. Every staff member should have received this type of training within the Seminar Center.

Staff Involvement, as Participants, With Members of Other Organizations

Periodically, staff have the opportunity to participate in seminars given outside our own Seminar Center. In April and May of last year, NTL Training was offered by the Chicago Metropolitan YMCA to members of the JOBS NOW staff.

Staff as Resources Within Seminars

This category refers to JOBS NOW staff who do not perform the specialized duties of trainers within the seminar, but who provide input in areas relevant to seminar participants. The most recent expression of this has been in the seminars given for CEP personnel. This type of involvement provides cooperating agencies with needed input on JOBS NOW techniques

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EMPLOYMENT SERVICE SEMINARS

Week-long Employment Service seminars, given one week a month specifically to Illinois State personnel, focus on two general aspects of training: Personal Growth and Development, and Group Process.

The former involves the individual in answering questions about his own behavior. What is implicit in my personal style of behavior? Am I active or passive? What is my emotional style? Am I interested in personally taking initiative in getting things done, or in being a support to someone else who is?

The latter, Group Process, is concerned with how people work in groups, how decisions are made, what leadership is, what are its types, who leaders ar[illegible]d how groups perform tasks. A great deal of the v[illegible] is given to T-Group training, an intensive exer[illegible] in individual concentration on the here and n[illegible] It consists of becoming deeply involved with individuals present rather than with backgrounds, histories, and stereotypes, and in free participant exchange of reactions to each other.

THE OFFICE OF OVER-ALL PROGRAM DIRECTION AND DEVELOPMENT

INTRODUCTION

This component represents the administrative body of the project. It is funded to provide coordination and direction to other program components. It is designed to afford the greatest possibility for involvement with sectors cooperating with the program. It consisted last year of the office of:

- The Executive Director
- Manpower
- Supplementary Services
- Staff Development
- Analysis, Evaluation, and Utilization

It coordinated component, agency, and company efforts on be-half of the disadvantaged, and developed methods of control, evaluation, and feedback. This kind of administration permits:

- Effective program planning and development.
- More effective response to participant, company, and agency needs.
- More immediate reaction to external contingencies.
- A means of control and coordination of components in relating to the program environment.
- Through analysis and documentation, a vehicle for evaluation, and for communication from the program to all concerned sectors, and from these sectors to the program.

The administrative offices which represented the greatest implications for CEP operations were the Office of Manpower, and the Office of Staff Development.

THE OFFICE OF MANPOWER

The Office of Manpower was responsible for the coordination of the project's thrust into business and industry. The Director of Manpower and his associate directed employer-involvement in keeping with over-all program objectives. The office related directly to:

- The project's advisory group
- The administrative body of the program
- The employment staff of the program
- Business and industry
- Unions
- Other programs

In addition to developing and coordinating the participation of agencies and companies in the project, this office advised and assisted in training JOBS NOW administrators and employment staff (EMS personnel, JPDs, and coaches) in areas such as company selection, contact-making, placement, and manpower systems development. The recruitment and utilization of lend-lease staff from business and industry was another responsibility of this office.

It continued to prove beneficial to work closely with the project's advisory group in making an entry into business and industry. The utilization of company representatives and committees took careful planning and development. Programs must allow for the time-consuming nature of this utilization. Working with unions will generally be particularly arduous.

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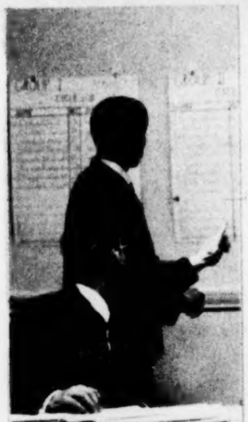
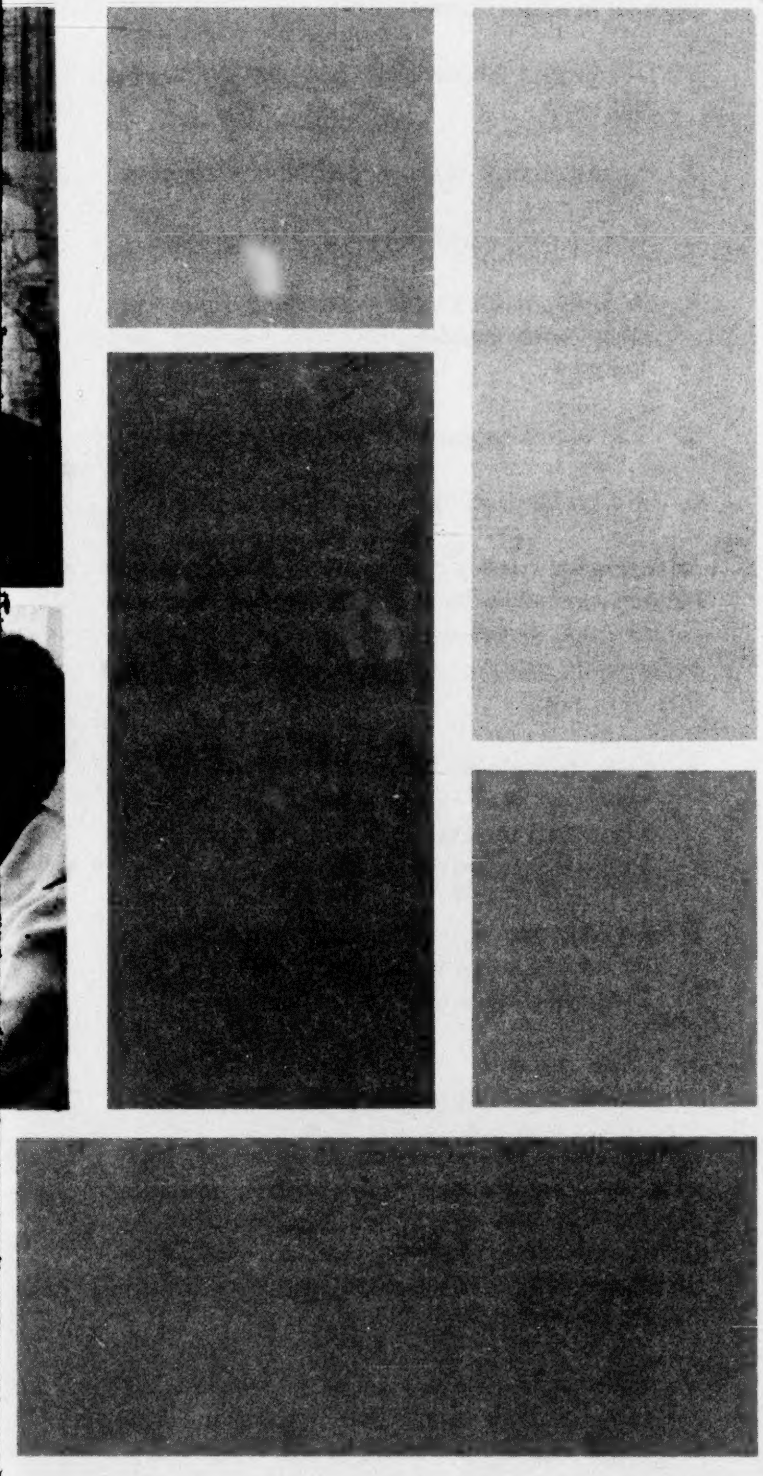
THE OFFICE OF STAFF DEVELOPMENT

The Office of Staff Development, at its inception, consisted of one person. However, as the year progressed it became apparent that he was performing two interrelated, but distinct functions. Therefore, out of this office was created a Director of Staff Development and a Director of Personnel. The Director of Staff Development was concerned with staffing as it related to the structure and design of the total program. The Director of Personnel dealt with individual staff members to implement this design. Together, these directors were responsible for career planning, work-skill development, and training of staff in keeping with needs of the over-all program.

Good program means good staff. Yet, as program personnel become involved with business and industry in an increasingly sophisticated way, and as the need for staff trained in dealing with the disadvantaged increases, the drainage of program staff also increases. Turnover and upward mobility in our type of program are accelerated. *Programs must be geared to develop their own staff on a continuing basis.* In addition, training programs must be unified and coordinated in keeping with the multiple objectives of the program. This need became more obvious as the size of the program increased, and as JOBS NOW became organized through a component structure. Intercomponent communication and coordination of efforts became a problem which required the immediate attention of staff trainers. The identification of one segment of program responsible for enhancing communication helped to solve problems.





SECTION II EMPLOYER INVOLVEMENT

(EMPLOYER MANPOWER SYSTEMS
AND BASIC JOBS NOW)

Introduction 20

The Program's Inception
Developing An Initial Approach
To Business And Industry 20

Job Program Development
And Employer Manpower Systems
Planning Manpower Development 21

A Program's Resources For Involvement
Ongoing Contact With Business And Industry 24

Methods Of Involvement With Business And Industry
Ways Of Continuing The Approach To Companies . 25

Referral Procedures
The Placement Of Participants Into Companies ... 26

Follow-Up And Communication
Maintaining A Company Relationship 26

EMPLOYER INVOLVEMENT

INTRODUCTION

The following section is a methodological report on how the JOBS NOW Project worked at getting employers involved with its program, its participants, and with making adaptations within companies to accept and upgrade the disadvantaged. It is presented in outline form to facilitate readability, and is intended to be used as a guide adaptable to the employment efforts of programs similar in design to JOBS NOW. Generalizations will be made when it is believed that what the project did will be true for any program's employment efforts.

This part of the report deals primarily with two project components: Basic JOBS NOW and Employer Manpower Systems (EMS). Both of these components work to employ the disadvantaged. But both are clearly different in emphasis from the other. Basic JOBS NOW orients disadvantaged participants, develops jobs for them, and places them into those jobs.

Employer Manpower Systems works with companies and not with participants to develop in these companies sustained systems of manpower development for disadvantaged workers. EMS assists employers in using JOBS NOW concepts on their own, in their companies. This is accomplished through developing company job programs of orientation, training, coaching, upgrading, and human relations training for management.

I THE PROGRAM'S INCEPTION

DEVELOPING AN INITIAL APPROACH TO BUSINESS AND INDUSTRY

A. The initial success of a program working to bring the disadvantaged meaningfully into the work force will depend on the presence of six principal supports, the first three of which can be developed in a short time.

   1. A general climate of cooperatio
      agencies.

   2. Strong social pressure behind the

   3. Strong public and private agency su

   4. A program staff with experience i
      with *both* participants and bus
      industry.

   5. The active support of business and

   6. A high-demand-low-supply labor m

B. Recruitment criteria of employment st
   include the important factors of skil
   vation and adaptiveness to change, a
   expertise in specific areas of employme
   disadvantaged.

   1. It is advantageous to recruit staf
      least one year's experience in wor
      the disadvantaged, and in a progra
      to the one being developed.

   2. Employment expertise is more quic
      ed and is less important initially t
      in relating easily and well with peop

   3. "Salesmanship" is a most importa
      to look for in potential staff.

C. Timing is an important consideration
   izing the basic program, training staff,
   the facility, and developing commitm
   participants from agencies and for jo
   companies can be completed within two
   months of inception.

   1. Agencies and companies should ma
      commitments to the program earl
      stages of program development.

veloped in a short time.

1. A general climate of cooperation among agencies.
2. Strong social pressure behind the program.
3. Strong public and private agency support.
4. A program staff with experience in working with *both* participants and business and industry.
5. The active support of business and industry.
6. A high-demand-low-supply labor market.

B. Recruitment criteria of employment staff should include the important factors of skill in innovation and adaptiveness to change, as well as expertise in specific areas of employment for the disadvantaged.

1. It is advantageous to recruit staff with at least one year's experience in working with the disadvantaged, and in a program similar to the one being developed.
2. Employment expertise is more quickly learned and is less important initially than skills in relating easily and well with people.
3. "Salesmanship" is a most important factor to look for in potential staff.

C. Timing is an important consideration – organizing the basic program, training staff, preparing the facility, and developing commitments for participants from agencies and for jobs from companies can be completed within two or three months of inception.

1. Agencies and companies should make initial commitments to the program early in the stages of program development.
2. Pre-operation training for staff should, when possible, be carried on simultaneously with the receiving of businesses' initial commitments to participate.

D. Staff training, geared to develop skills advanced in section I.B., should include:

1. Intensive exposure to human relations techniques to open lines of communication.
2. In-depth discussion of operational plans and philosophies and methods of service.

E. Ongoing training should be a part of the program.

F. Early contact should be made with the local office of the National Alliance of Businessmen to secure "leads" and to act as liaison with agencies and community organizations.

G. A group of top-management from representative business and industry must be made involved in the program.

1. It is advisable to seek the aid of a name prominent in business and industry to act as an advisory group and "door-opener." This can be a company or business group, a public agency such as the Employment Service, or a private agency such as the YMCA.
2. To facilitate satisfying placements of participants, and to save time, it is best to make the initial presentation to a large number of companies representing a wide range of businesses and industries.
3. While this is being conducted, job program developers should be in the field contacting other firms.
4. The advisory group should help to find

companies willing to give up good middle management staff on-loan for a few months.

H. On-loan staff are crucial to the success of a program, particularly in its early stages. They:

   1. Are sometimes able to effect entry into companies closed to program staff.

   2. Tend to increase the number of high support openings in their own and other companies.

   3. Serve as evaluators and trainers of program employment staff.

I. Arrangements with cooperating agencies for the recruitment, selection, and referral of participants should be made while initial job programs are being developed in companies.

   1. Well in advance of the first intake day, designates of supporting agencies should meet to develop ongoing recruitment procedures.

   2. Quotas should be set, and bringing and following-up procedures determined. Throughout operations, programs should work with agencies to maintain cooperation.

   3. Agencies to provide supplementary services to participants should be contacted. Supplementary services should include legal aid, financial help, day care services, and recreational facilities.

J. After an initial commitment has been received from companies, a first visit is made to the company's policy-making management.

   1. At this time, the program's objectives are made clear, and the concept of high support explained.

   2. Actual commitments are made as to the numbers and types of jobs into which participants will be placed.

K. After the job-commitments are received from the company, a follow-up is made to company personnel who will relate directly to the program for the company.

   1. The concept of high support is explained and made pertinent to the staff.

   2. A personal relationship is developed between operating company and project personnel.

L. All program activities during the inception stage should be coordinated so that participants completing the first orientation cycle are placed immediately into employment.

II JOB PROGRAM DEVELOPMENT AND EMPLOYER MANPOWER SYSTEMS

PLANNING MANPOWER DEVELOPMENT

A. A manpower development system represents a flow of logically sequenced manpower experiences to which the disadvantaged participant is exposed from the time of his recruitment and entry into orientation through his upgrading on the job.

B. That flow of experiences includes the following basic steps:

Phase I (Basic JOBS NOW)

Step

1. Recruitment and referral from agencies to the program's job orientation.

2. Job-orientation and supplementary services.

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B. That flow of experiences includes the following basic steps:

Phase I (Basic JOBS NOW)

Step

1. Recruitment and referral from agencies to the program's job orientation.

2. Job-orientation and supplementary services.

3. Job development and placement of participants.

Phase II (Employer Manpower Systems)

Step

4. On-the-job follow-up (ongoing)

5. On-the-job supplementary services (ongoing)

6. Supervisory training as it relates to the disadvantaged.

7. On-the-job orientation.

8. On-the-job basic education.

9. On-the-job occupational training.

10. Further job development to enhance upward mobility.

That is, the project and the company work together to complete the sequence of experiences. Phase I, steps 1, 2, and 3, are carried on exclusively by the program. From then on, the efforts of the company and the program become more intimate – the emphasis shifts, in Phase II, steps 4 through 10, to an in-company setting. The program lends its support as a "neutral force" which works for the advancement of both companies and placed participants.

1. In Phase I, the focus is on orientation, working with the disadvantaged participant to facilitate his entry into employment; the employment emphasis is on placing the participant in a job; this is the responsibility of the Basic JOBS NOW component.

2. In Phase II, the emphasis is on working

more directly with companies, rather than participants, to advance participants placed in Phase I: this is the responsibility of the Employer Manpower Systems component of the program.

Phase I
JOB PROGRAM DEVELOPMENT (BASIC JOBS NOW)

Job program development is an ongoing process; additional companies must be developed to service the increasing numbers of participants completing orientation.

It is carried on during the orientation cycle. The goal throughout is to have jobs waiting for all participants who complete orientation. This insures an immediate placement and reduces the chances of "losing" or recycling a participant.

1. Based on JOBS NOW experience, the number of job-programmed companies "on the books," should exceed the number of participants enrolled in any cycle by approximately three to one to insure even a fair number of quality placements.

2. It is extremely unusual for any one company to hire participants out of every cycle. On an average, twenty-five (25) to fifty (50) companies out of three hundred (300) can be expected to receive participants out of any one cycle.

C. Job program developers work closely with orientation staff to satisfy the employment needs of *both* participants and companies.

   1. The types of jobs developed should be realistic to the abilities and needs of participants. Therefore, developed companies should represent a wide range of job categories.

   2. The major criteria of job development should be the willingness and ability of companies to develop and sustain vehicles for the support of placed participants.

Jobs alone are not enough! Companies must represent high support job programs. As the number of high support provisions implemented by a company decreases, so do the participant's chances to achieve success on the job. High support provisions should include:

Lowered educational requirements.

The individual consideration of police records.

Lowered minimum standards on tests.

Assignment of a co-worker as a "buddy".

On-the-job consultation between the participant, program staff, and company supervisor.

Making contact with program when employee's performance falters.

Consultation with program before discharging participant.

Providing longer periods of orientation and training.

D. Programs must work to develop intensive involvement (maximally effective high support companies) on an extensive basis. This will represent major problems for job program developers.

   1. There will usually be a core of companies which will accept a fair number of participants into highly supportive in-company systems. They will represent a relatively small percentage of companies involved in the program.

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1. There will usually be a core of companies which will accept a fair number of participants into highly supportive in-company systems. They will represent a relatively small percentage of companies involved in the program.

2. The larger percentage of companies will be less intensively involved in the program; yet, the majority of placements will be made into those companies.

Phase II
EMPLOYER MANPOWER SYSTEMS

E. Generally*, when EMS begins to work with a company (in Phase II), the following events have taken place through Basic JOBS NOW:

The participant has been recruited, oriented, and placed in a company high support program.

The company has instituted some high support provisions and accepted participants from orientation.

Coaches and JPDs of Basic JOBS NOW have been assigned to follow-up on the company and the participant.

1. Ordinarily, EMS does not work with participants directly.

The process of EMS involvement begins when the company begins to institute high support. High support prepares the way for more in-depth involvement with the company.

F. For usually, even in a company implementing all eight high support provisions:

Management and other personnel hold negative, stereotypical views of the abilities and motivations of the disadvantaged worker, *and generally do not want or know how to change their views.*

The employer finds it easier to postpone training than any other area of operation, particularly for low-skilled workers.

*Although the normal company-involvement process begins through Basic JOBS NOW which is followed into the company by EMS, sometimes this process is reversed.

There is no systematic approach to preparing for and implementing upward mobility

The vertical flow of communication is impeded or non-existent; this is particularly true between the disadvantaged worker and his immediate supervisor.

The employer suffers costly wastes of manpower and money due to turnover, absenteeism, and recruiting new staff rather than training present workers.

There is almost no dialogue with other similar companies about ways of relating to the disadvantaged worker.

G. The disadvantaged worker hired into most companies:

Is not any longer unemployed, but underemployed.

Is frequently working in an undesirable job.

Has little or no chance for meaningful advancement.

Develops his skills very little or not at all.

Is uncertain of tenure.

Is afraid of communicating his feelings openly in the company and suffers great frustration.

Frequently demonstrates his frustration by being absent, tardy, or quitting.

H. EMS develops the direct and active participation of companies to prepare them, rather than disadvantaged participants, for changing attitudes and for systems of manpower development.

1. EMS involvement with the company begins with an analysis of company problems in hiring, training, supporting, and advancing disadvantaged workers.

2. Although each company must be viewed differently, as having its individual problems, answers to the following questions indicate a direction for Employer Manpower Systems:

What kinds of experience has the company had in employing low-skilled workers?

What is the company doing to orient new employees?

What skill training is the company providing for new employees?

What is the opportunity structure for occupational advancement?

What training does the company provide for supervisors who will be working with placed participants?

I. From responses to these questions, a proposal for company-EMS involvement is submitted to the company. Ordinarily, a developed system includes all or some of the following:

Company orientation for placed participants.

Pre-training to the specific industry or job.

Basic education tutoring sessions.

Advising the company on occupational skill training.

Advising the company on upgrading on a flexible base of training hours or weeks.

Analyzing jobs to allow participants to advance into higher positions.

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Providing managerial training as it relates to the disadvantaged.

Instituting a company coaching design.

Developing channels between the company and others to promote intra-industry involvement in employing the disadvantaged.

Linking the company with agencies and community organizations.

J. After the submission of the proposal is made to the company, implementation of the system begins.

Systems will vary greatly as to scope, content, length of session, and duration of program. We have conducted some programs for some companies; others have worked with staff in both planning and implementation; still others have conducted their own systems, using program staff only as consultants and evaluators.

K. The project's operation in both phases of manpower development are coordinated in a team setting—EMS staff working with the company are assigned to the Basic JOBS NOW team also working with that company.

L. After Phase II is operating, project staff withdraw and serve on a consultant basis, the project having:

1. Trained company staff to carry out the system, and/or

2. Assisted the company in recruiting new staff to continue operations.

M. A follow-up analysis is made of the system to provide feedback to the company, other members of the industry, and the project.

N. The project explores with management the possibilities of developing other employer manpower systems in the company.

FORESEEABLE DIFFICULTIES

There are recurring forms of resistance which programs should anticipate in working with business and industry in designing and implementing manpower development systems.

1. *Outsiders to insiders.* Many companies will be reticent about exposing their operations to "outsiders." Ordinarily, they will listen if program staff show that the benefits of company-program involvement will revert to them in the form of dollar-savings.

2. *Credentials.* Program staff will often be asked, "What are your qualifications? What degrees do you have?" The real proving point here is to demonstrate that although staff may not have advanced degrees, that they can relate to company personnel and realistically answer questions which the company has about its problems with its sub-marginal work force.

3. *Why train?* Project staff will be asked by management "Why should we be interested in training?" Here, program staff should show the dollars and cents benefits to the companies working with the program. It should be indicated that the program potentially represents:

   The development of effective time and money saving programs.

   Better in-plant relations.

   Increased productivity.

   A reduction of absenteeism and tardiness.

4. *"Creaming and Tokenism."* Creaming is th desire of the company to accept only th "best of the lot of participants" fro orientation. Tokenism is a company hiring fewer of the disadvantaged than could realistically hire.

5. *Upward Mobility.* Programs shou anticipate three principal questions fro companies relating to the upward mobilit of placed participants.

   "Are the disadvantaged equipped f advancing on the job?" The need f special orientation and training and th reassessment of jobs to facilitate upwar mobility should be indicated.

   "If the company has not already mad provisions to systematically advance staf why should it start now?" In addition t pointing out the benefits indicated i section 1, page 9, the eventual effects o the growing labor shortage should b mentioned.

   "What will the 'double standard (preferential treatment to th disadvantaged) do to others in m work-force?" It should be indicated tha experience shows that benefits of systematic approach to manpowe development and training accrue in time and as the program is expanded, to a company personnel.

6. *The resistant supervisor.* The greates degree of resistance to dealing wit disadvanted workers occurs amon supervisors and managers. Yet, the point o contact between those staff and the nev worker is crucial to the job success of th disadvantaged. Programs should work t expose management to vehicles for the fre

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   "Are the disadvantaged equipped for advancing on the job?" The need for special orientation and training and the reassessment of jobs to facilitate upward mobility should be indicated.

   "If the company has not already made provisions to systematically advance staff, why should it start now?" In addition to pointing out the benefits indicated in section 1, page 9, the eventual effects of the growing labor shortage should be mentioned.

   "What will the 'double standard' (preferential treatment to the disadvantaged) do to others in my work-force?" It should be indicated that experience shows that benefits of a systematic approach to manpower development and training accrue in time, and as the program is expanded, to *all* company personnel.

6. *The resistant supervisor.* The greatest degree of resistance to dealing with disadvanted workers occurs among supervisors and managers. Yet, the point of contact between those staff and the new worker is crucial to the job success of the disadvantaged. Programs should work to expose management to vehicles for the free and open exchange of ideas between all staff. This can take form of a job program developer-coach-worker-supervisor confrontation, or human relations exposure between the supervisor and specially trained program staff.

III A PROGRAM'S RESOURCES FOR INVOLVEMENT

ONGOING CONTACT WITH BUSINESS AND INDUSTRY

The employment program must be structured to afford the greatest possibility for involvement with business and industry at every level of operation.

A. The program's advisory group should be responsible for directing the initial thrust into business and industry. This is described in Section I, F.

B. Project administrators should involve business, industrial, union, and other program representatives in every step of the employment process.

C. One administrative office should plan, develop, maintain, and evaluate the total employment thrust of the project.

D. Lend-lease staff from business and industry should be utilized as described in Section I, H.

E. Job program developers should be responsible for the:

   1. Development and implementation of initial in-company high support systems.

   2. Maintenance of program-company relations

(this in cooperation with maintenance coaches).

3. Placement of participants into developed systems.

F. Coaches should relate not only to participants, but to lower management and line-staff directly involved with placed participants.

G. Basic operational units should be developed which can coordinate the servicing of participants with the servicing of companies.

The *team design* allows for the coordination of employment information (through job program developers and coaches) with participant information (through Employment Service interviewers and orientation staff) for the satisfactory placement of participants into companies.

H. The program's Orientation Center should enlist the active participation of business and industry in the orientation program.

I. It will be beneficial for the project to represent a human relations vehicle between participants and other employees. (see Section I "Program Review and Summary," page 14, for a discussion of EMS-Seminar Center operations).

1. It is to be expected that many companies will experience work force resistance to disadvantaged workers.
2. Yet, a high support atmosphere is founded on the favorable participation of the placed participants' fellow workers.

IV METHODS OF INVOLVEMENT WITH BUSINESS AND INDUSTRY

WAYS OF CONTINUING THE APPROACH TO COMPANIES

A. The choice of companies to approach is based on:

1. Size of company
2. Nature of business
3. Number of employees
4. Kinds and numbers of jobs available
5. Transportation available
6. Salary-structure
7. Turnover and absenteeism
8. Working conditions
9. Hiring practices, personnel procedures, tests, and entry requirements.
10. The presence or absence of already operational training programs.
11. Company relations with other organizations (such as the program's advisory group).
12. Company influence in the community and community influence on the company.

B. Background information is gathered from:

1. Reference books and reports such as: The A.G. Becker Guide, Dun and Bradstreet Analytical Reports, and local industrial and manufacturers' directories.
2. Business and industrial organizations such as the local National Alliance of Businessmen.

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10. The presence or absence of already operational training programs.
11. Company relations with other organizations (such as the program's advisory group).
12. Company influence in the community and community influence on the company.

B. Background information is gathered from:

1. Reference books and reports such as: The A.G. Becker Guide, Dun and Bradstreet Analytical Reports, and local industrial and manufacturers' directories.
2. Business and industrial organizations such as the local National Alliance of Businessmen.
3. Other staff and program offices. A centralized office in the program should gather and coordinate all available information on companies.

C. After the inception stage, when a core of committed companies is developed, initial contact is made through: letters to top management, phone calls, "cold calls," (walking in off the street without an appointment), or an appointment made through seminars sponsored by the programs' advisory board and/or administration.

The first conference is with the companies' upper management; influencial people and lines of authority are identified, and an overview of the program given.

D. After the initial commitment is made, an in-put meeting is held with company personnel who are assigned to work with placed participants. At this time:

1. Job program developers and coaches are introduced to supervisors and in-company buddies.
2. Commitments are made for the actual placement of participants.
3. A schedule is arranged for meetings with company personnel and participants.

E. The "multiplier" is a way of developing large scale employer-involvement through working with a few employers in an industry to influence firms within that industry to carry out high support programs.

1. An industry is selected on the basis of size, growth, wages, benefits, and amenability to working with the program.
2. One or two key companies within that

industry are selected by the program on the basis of:

Influence within the industry.

Potential for a high degree of participant support.

The existence of previous program-company cooperation.

3. A seminar is used by the key companies to contact executives of other industry firms, and to recruit those companies for participation in the program.
4. The program's staff follows-up on seminars, contacting participating companies and beginning company-program involvement as outlined in part I of this report.
5. Members of the industry are linked with the program.
6. At this point, the company-program relationship becomes similar to relationships developed through other, more typical techniques. A job referral and high support manpower development system is begun.

V REFERRAL PROCEDURES

THE PLACEMENT OF PARTICIPANTS INTO COMPANIES

A. The principal objective of placement is to strike a balance between employer-expectation and participant-abilities and aspirations to ensure the satisfying entry of the orientation participant into a high support job opening.

Placements should be a team decision.

B. During the first week of orientation, job program developers work in companies to prepare the way for the entry of participants. Participant-entry takes place during the second week, and during the first Monday following the end of the cycle.

1. During the first week, JPD's work closely with the counselor, Employment Service interviewer, and coach to gather information on participants.
2. Referrals to jobs begin generally on the second Tuesday of orientation.
3. Participants should be taken, preferably by coaches, to the initial job-interview.
4. It should be the responsibility of the coach to contact the company the day following the participant's first day of work.

If the participant has not reported for work, it is the duty of the coach to begin following-up in the field.

If the participant has reported, arrangements should be made with company personnel for the first on-the-job employer-coach-participant meeting.

VI FOLLOW-UP AND COMMUNICATION

MAINTAINING A COMPANY RELATIONSHIP

A. Follow-up with and within a cooperating company must be an ongoing process. There are five forms of clear, reciprocal communication which an employment program must maintain with the company:

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VI FOLLOW-UP AND COMMUNICATION

MAINTAINING A COMPANY RELATIONSHIP

A. Follow-up with and within a cooperating company must be an ongoing process. There are five forms of clear, reciprocal communication which an employment program must maintain with the company:

1. Between the program's administrators and/or job program developers and the company's upper management.

2. Between the company's upper management and its middle and lower management.

3. Between middle and lower management and the disadvantaged worker.

4. From the worker and middle management to upper management.

5. From lower and middle management and the worker to program staff.

B. Follow-up should deal with whatever on-the-job problems employers are having with placed participants, and with the problems of participants in orienting to the work situation. Follow-up should emanate from all program sectors working with the company.

1. The administrators of the program will find it beneficial to convene periodic feedback and evaluation seminars with cooperating companies. Seminars can be carried on separately with individual companies, or on an industry or business-group basis. Companies are given the opportunity to express grievances about program-company relations.

2. Job program developers relate with upper management to:

   Determine problem areas in the relationship and suggest solutions.

3. Coaches work in the company with:

   Middle and lower management to determine problems and suggest solutions.

   Placed participants and lower management together to iron-out problems.

Job program developers to provide feedback on company problems for discussion with upper management and other program staff at the JOBS NOW facility.

C. Follow-up sessions should be conducted frequently and on a regularly-scheduled basis.

   1. Follow-up procedures should be clearly defined and adhered to. There is little that sours a company on a program more than the failure of a program to meet its follow-up commitments.

   2. Coaches generally meet with participants' on-the-job once a week for the first six weeks after placement. After that, meetings are held every two weeks. In addition, the coach should set aside time for working on special company problems requiring immediate attention.

   3. Job program developers will generally find frequent and regular follow-up difficult. It is usually very time consuming and interferes with the development of jobs for participants in new companies. It has been found practical to relieve JPD's of some of their follow-up responsibilities by assigning maintenance coaches (a new coaching category) to maintain relationships with relatively stable cooperating companies.

D. The failure to continually promote company-program communication will result in dormant companies, companies which were once cooperative, but which have become uncooperative or indifferent.

   1. It is often easier to revitalize a dormant company than to develop a new company. A simple questionaire to be mailed to policy-makers in dormant companies was developed. From questionaire responses, a new proposal for action is developed by the program and follow-up begun.

   2. Ordinarily, redeveloping a dormant company will mean repeating the initial approach outlined in the first section of this report.

   3. However, sometimes revitalizing a company means simply substituting a new program team involved with the company for the old program team. Damaged relationships between the program and the company quite often result from personal friction between program and company staff.

   4. Sometimes a company will have to be abandoned by the program. This is a last resort, taken when all efforts to renew involvement have failed.

E. There are various "danger signals" which often emerge from a program's involvement with companies, and of which programs should be watchful. They are indicative of deteriorating relationships. If they are left unchecked, they can lead to program-company disenchantment, and result in companies becoming dormant:

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dormant companies, companies which were once cooperative, but which have become uncooperative or indifferent.

1. It is often easier to revitalize a dormant company than to develop a new company. A simple questionaire to be mailed to policy-makers in dormant companies was developed. From questionaire responses, a new proposal for action is developed by the program and follow-up begun.
2. Ordinarily, redeveloping a dormant company will mean repeating the initial approach outlined in the first section of this report.
3. However, sometimes revitalizing a company means simply substituting a new program team involved with the company for the old program team. Damaged relationships between the program and the company quite often result from personal friction between program and company staff.
4. Sometimes a company will have to be abandoned by the program. This is a last resort, taken when all efforts to renew involvement have failed.

E. There are various "danger signals" which often emerge from a program's involvement with companies, and of which programs should be watchful. They are indicative of deteriorating relationships. If they are left unchecked, they can lead to program-company disenchantment, and result in companies becoming dormant:

1. Frequent failure of participants to report for employment interviews.
2. Failure of the program to respond to a firm immediately when the firm requests participant information.
3. Failure of the company to observe the seriousness and determination of a coach or job program developer in following-up on placed participants.
4. Consistent lack of knowledge about particular job requirements on the part of program staff.
5. Failure of the company to institute or attempt to institute efforts toward high support within a reasonable period of time.
6. An inordinate number of participants referred to the company, but not hired
7. Dismissal from the job of participants with little or no attempt to first rectify the problem through a cooperative effort with the program.

JOBS NOW experience has been that the key to preventing problems of this nature lies in administrative *communication* and *coordination.*

JOBS NOW-EMS
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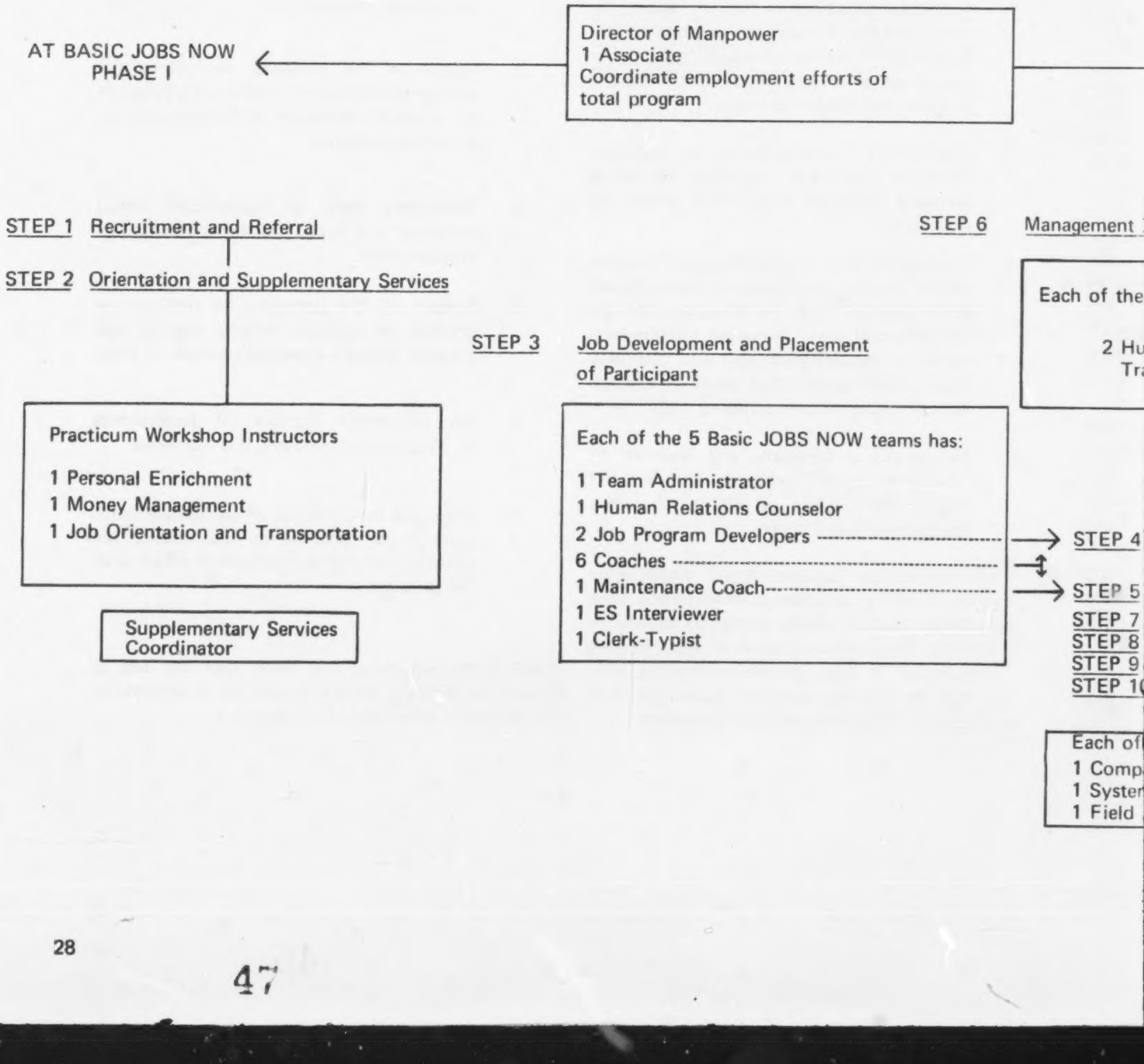
Staff and Employment Events



Director of Manpower
1 Associate
Coordinate employment efforts of total program

AT BASIC JOBS NOW PHASE I

STEP 1 Recruitment and Referral

STEP 2 Orientation and Supplementary Services

Practicum Workshop Instructors

- 1 Personal Enrichment
- 1 Money Management
- 1 Job Orientation and Transportation

Supplementary Services Coordinator

STEP 3 Job Development and Placement of Participant

Each of the 5 Basic JOBS NOW teams has:

- 1 Team Administrator
- 1 Human Relations Counselor
- 2 Job Program Developers → STEP 4
- 6 Coaches
- 1 Maintenance Coach → STEP 5
- 1 ES Interviewer
- 1 Clerk-Typist

STEP 7
STEP 8
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STEP 1

STEP 6 Management

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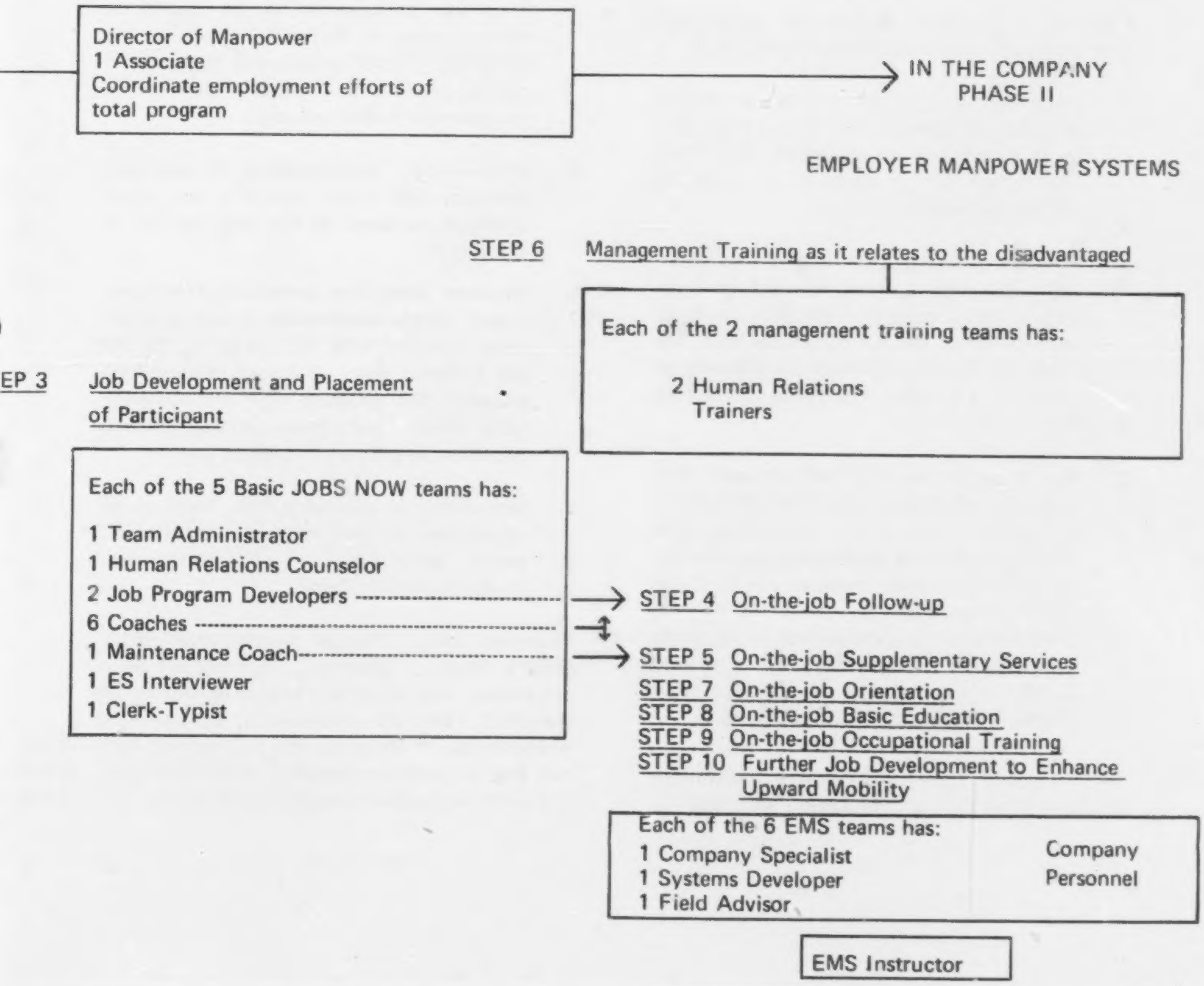


Director of Manpower
1 Associate
Coordinate employment efforts of
total program

IN THE COMPANY
PHASE II

EMPLOYER MANPOWER SYSTEMS

STEP 6 Management Training as it relates to the disadvantaged

Each of the 2 management training teams has:

2 Human Relations
Trainers

EP 3 Job Development and Placement of Participant

Each of the 5 Basic JOBS NOW teams has:

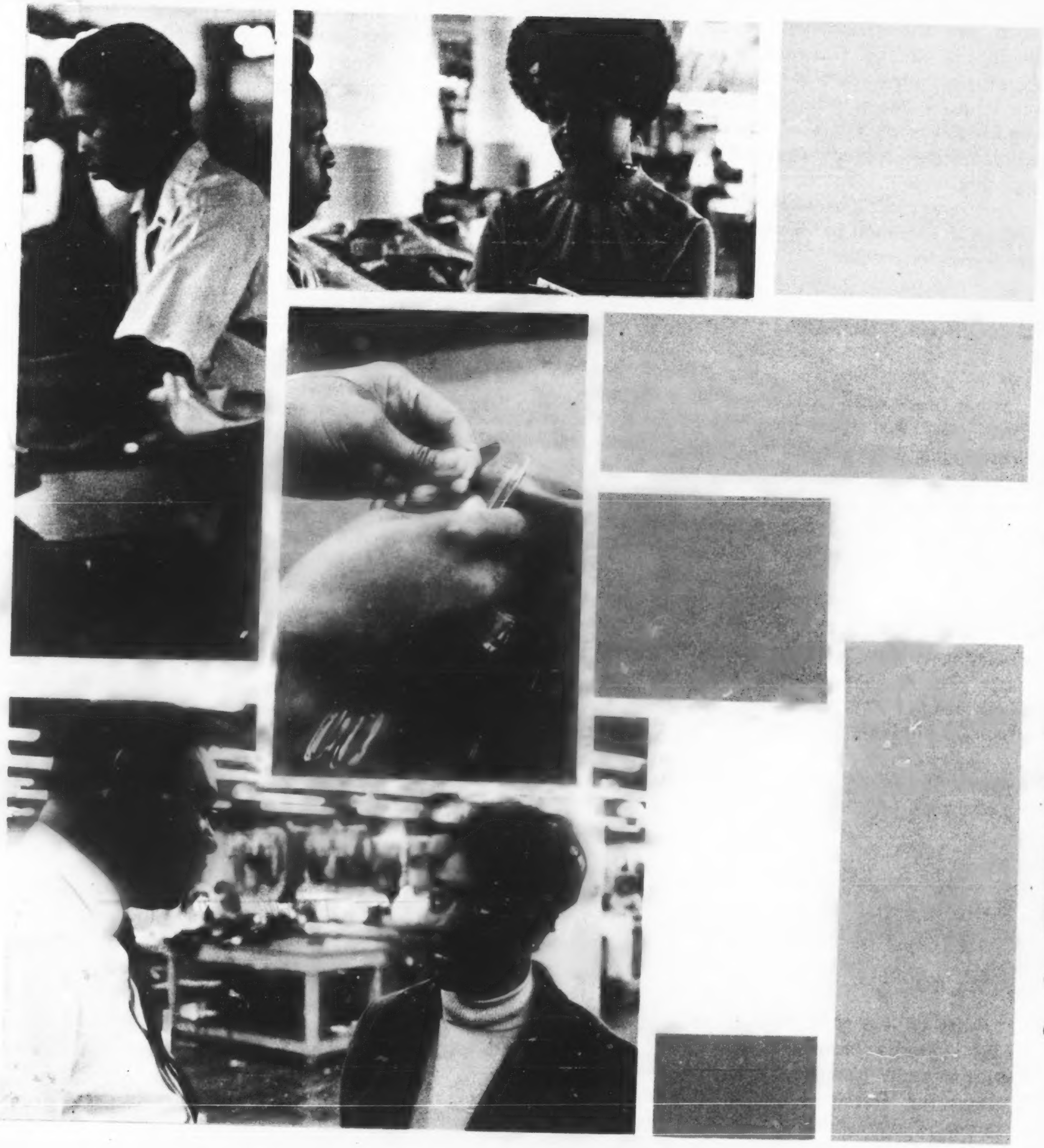
- 1 Team Administrator
- 1 Human Relations Counselor
- 2 Job Program Developers
- 6 Coaches
- 1 Maintenance Coach
- 1 ES Interviewer
- 1 Clerk-Typist

STEP 4 On-the-job Follow-up
STEP 5 On-the-job Supplementary Services
STEP 7 On-the-job Orientation
STEP 8 On-the-job Basic Education
STEP 9 On-the-job Occupational Training
STEP 10 Further Job Development to Enhance Upward Mobility

Each of the 6 EMS teams has:
1 Company Specialist
1 Systems Developer
1 Field Advisor

Company
Personnel

EMS Instructor



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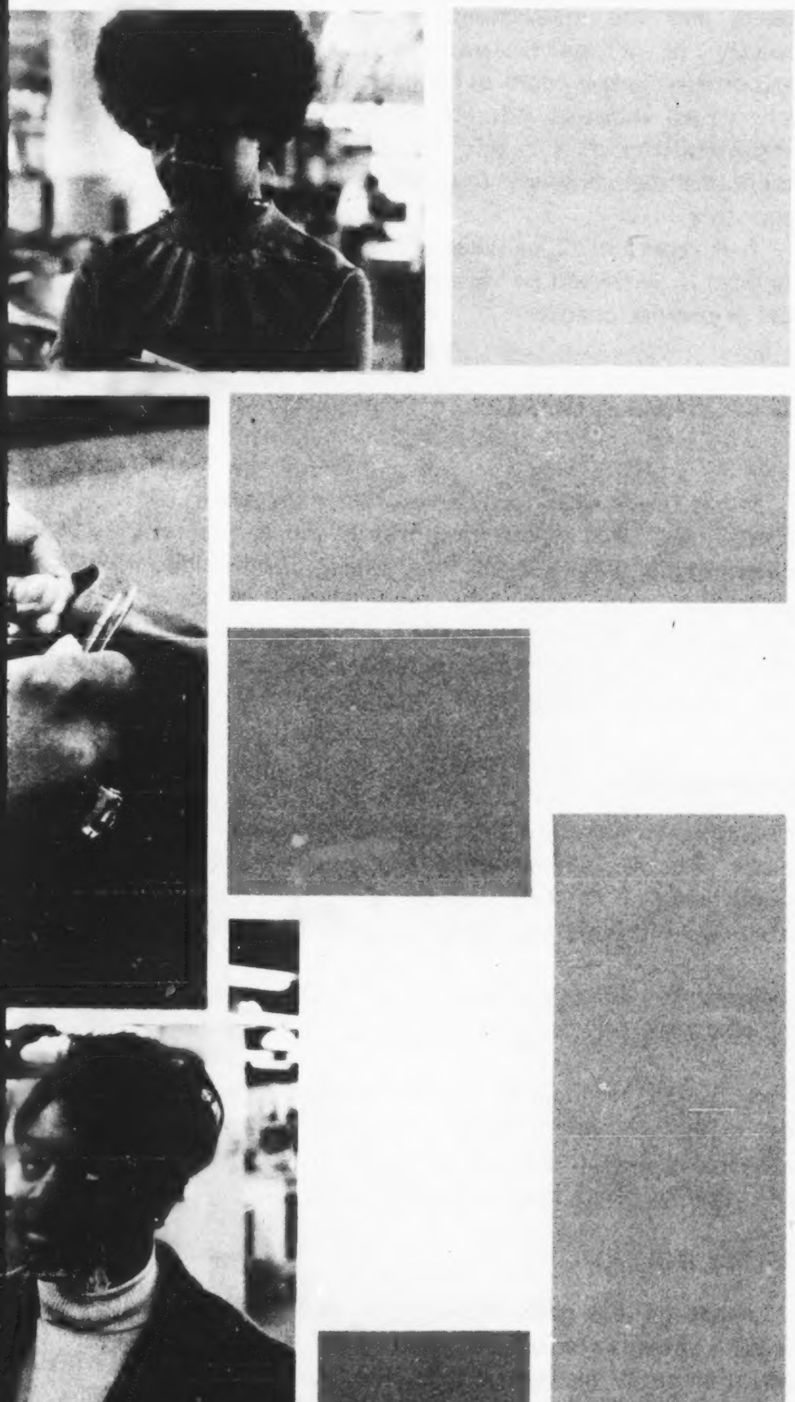

SECTION III COACHING HANDBOOK

The Coaching Role 32

Choosing A Coach 32

Character, Background
Race, Sex
Age

Coach Training 32

The Coach's Duties At The Jobs Now Facility 33

In The Team Setting 33
How The Coach Relates to The Participant Group 34
How The Coach Relates To The Individual Participant 34
The Coach And Supplementary Services 34
The Coach And Job Training 34
Coach Reporting 35
Transferring Participants Between Coaches 35
Conclusion Of The Cycle 35

Working In The Field 36

Job Referral And Hiring 36
The Participant's First Work Day 36
Sustaining The Participant In Employment 36
The Coach And Community Follow-Up 37
Later Community Follow-Up For The Unemployed Participant 37
Later Community Follow-Up For The Employed Participant 38

Overcoming Common Obstacles 38

Cycle Timetable For Coaches 39

29 / 30 /

THE COACHING ROLE

The real test of a program like JOBS NOW is its ability to sustain the disadvantaged participant in employment. Jobs, per se, are easy to find; but our experience has taught us that a job lacking in high support can be worse than no job at all. The participant is hired into an atmosphere where he feels alone and isolated from the familiar, the reassuring. He is expected to succeed with substandard education and few, if any, job skills. He has no buddy. His daily environment has taught him to be suspicious. In a job situation which has less than three high support provisions, three out of every four disadvantaged youth will be out of work within a month. These three will either quit or be fired for continual tardiness, frequent absenteeism, or their inability to get along with the group.

As a result, the disadvantaged worker and the employer reinforce stereotyped attitudes. The employer confirms his philosophy that "they" don't want to work. He exonerates himself from guilt and any feeling that he is somehow implicated in the failure of the participant to succeed. The disadvantaged person returns to the environment that bred him. He returns more embittered with the system, feeling more justified in his condemnation of the value of a day's work, and more resolute in his disgust with a system and a society that refuses to give him a share in its productiveness.

The coach must realize that a job of itself is only a palliative and not a panacea, and that his task places him at the heart of the program. On one hand, there is a participant looking for direction and assistance; on the other hand, the company, often unaware of the causes and cures of the problems of the disadvantaged. The coach must work in the company to sustain and expand the in-company high support program. The coach has responsibilities at the JOBS NOW center, at the company, and in the community to accomplish a successful employment experience for participants and companies.

Working in tandem with the coach are the assistant coach and the maintenance coach. The assistant coach is a participant-trainee, who, by accompanying the coach in his in-company and home follow-ups, prepares himself to assume the actual responsibilities of a coach. The maintenance coach maintains the company program once it is running smoothly.

This report outlines what a coach does, and why he does it. It should be viewed as a directional guide and primer for coaches.

CHOOSING A COACH

It has been JOBS NOW's experience that personal traits are the most important single factor determinging effective coaches. Background is also important. Age, sex, and race have a minimal influence on the determination of a good coach. Choosing a coach normally includes consideration of the five points listed below.

CHARACTER

Empathy. He must be able to actively and favorably participate in the emotions and problems of the disadvantage. He must also be able to understand problems of middle and lower company management.

Judgement. He must be able to make quick, equitable decisions and be honest with himself.

Imagination. He must be able to successfully perform in individual unstructured situations because no standardized approach can deal with the multiplicity of problems which the coach must solve.

BACKGROUND

Although the great majority of our coaches are high school educated and from the same environmental background as the participant, no background formula can be given. Prior work experience in business and industry has proven very

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BACKGROUND

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RACE

Although most JOBS NOW coaches are black, there is little correlation between race and effective coaching. Because of background and race, nonblacks are oftentimes exposed to different kinds of problems in the performance of their task. However, nonblacks can perform successfully and from their personal experience add vitality to the coaching role.

SEX

Sex is an important factor in matching some participants with coaches. Over two-thirds of JOBS NOW coaches are males. Females, however, are often more effective coaches than males. Some female participants feel greater kinship and understanding from a coach of their own sex. Also, younger male participants are sometimes more willing to trust older female coaches than male coaches of the same age. It is believed that the "mother image" of female coaches fosters this trust among males, especially those seventeen (17) and (18) years of age. Negatively, however, this same image sometimes promotes harmful participant dependence. Thus, it was found that the close "buddy" relationship between coach and participant, insofar as it is free of debilitating dependence-reinforcement, is the kind of relationship central to the coaching concept.

AGE

The average age of coaches is twenty-five. The range extends from twenty to the early forties. Age is not a factor significantly related to effective coaching.

COACH TRAINING

Efforts late in the year led to the implementation of a more formal systematic training for coaches. Until then, almost all coach training was in-service for two weeks. A new coach learned the ropes from an experienced coach.

The following drawbacks to such a training program were found: false information and procedural errors were sometimes passed on to a new "generation" of coaches; the new coach occasionally did not receive a balanced, in-depth knowledge of the goals and philosophy of the program; the new coach was often exposed to a very limited number of formal work experiences before he began to make decisions affecting the lives of the participants.

Sometimes the coach may need special help in a specific area of his job responsibilities. Furthermore, as JOBS NOW and similar programs use coaches more in business and industry, there must be available a vehicle to update the program, to explain new concepts to the total coaching staff, and to combat the effects of drainage of program staff to companies. For these important reasons, the project introduced a coach's orientation program.

Experienced coaches now take part in weekly four-hour ironing-out sessions to help new coaches solve their daily problems. This, coupled with the coaches four-week training program, is considered a viable approach.

The first two weeks of the training program are spent in the classroom. Discussion centers on the philosophy and goals of JOBS NOW. The coach's role is explained, and the various concepts of the program are indicated. The coach learns how to work with staff, participants, and company personnel. Duties and responsibilities are discussed thoroughly. A valuable technique in this training is role-playing (coach and participant, coach and company supervisor).

The second two weeks are comparable to in-service training in which the apprentice coach is teamed with an experienced coach in order to learn various tasks within the center, procedures for in-company operations, and how to establish rapport with, and assist the participant.

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THE COACH'S DUTIES AT THE JOBS NOW FACILITY

IN THE TEAM SETTING

Coaches are assigned to work with companies through a team decision. Participants are referred by teams to companies where coaches are already assigned Thus, the coach must gain necessary information from other team members who have been involved with the participant from the first day of his enrollment in the program.

From the ISES Interviewer:

The team's Employment Service interviewer assists in the registration and placement process during the first week of the two-week cycle. The interviewer performs several important functions:

Uses the Personal Information Form to determine MDTA eligibility and to gain insight into the participants' background, interests, and goals.

Tests participants to measure skills and interests.

Sometimes suggests referral to a training program which is more commensurate with the participants' abilities and interests.

From the Job Program Developer:

A job program developer (JPD) personally interviews each participant in his group during the first week of the cycle. The JPD attempts to match available jobs with participants' interests and skills. In a few cases, this matching will preempt the two-week orientation program.

From the Human Relations Counselor:

The counselor normally spends thirty (30) hours with the participant in human relations sessions during the cycle. The counselor's obligation is threefold:

Use human relations techniques to give a participant insight into himself and to develop in the participant a greater ability to successfully interact with a group

Gain a working knowledge of the participant; rate him in leadership group participation, motivation, interests, and general character traits.

Record the attendance of the participant.

Team meetings:

At least two team meetings are held each week of the two-week cycle. The coach interrelates with the team to increase his knowledge of the participants. Some areas of discussion include:

Abilities. Test results, work histories, and character strengths of participants are discusses.

Attendance. Has the participant been in regular attendance?

Character. What are the weaknesses and strengths of the participant? Is he highly motivated?

Jobs. Are jobs available which match the participant's qualifications?

Problems. New and old problems experienced by team members discussed.

HOW THE COACH RELATES TO THE PARTICIPANT GROUP

The coach uses the team resources to gain a concise insight into the participants in a short time. Since he does not know until the second week which individual participants are assigned to him, his communication with the participants in the first week is on a collective basis. The coach participates in practicum workshops and human relations sessions. This helps participants to become familiar with the coach, to better understand his role, and to learn to trust him.

HOW THE COACH RELATES TO THE INDIVIDUAL PARTICIPANT

The participant is assigned to the coach who works in the company to which the participant will be referred. The participant and coach have their first one-to-one session during the second week of the cycle. To establish rapport and foster the trust of the participant, the coach should:

Prepare for each counseling session by learning details about the individual to be counseled. This information should be gathered from other team members.

Appear to have unlimited time for the counseling session.

Encourage the counselee to speak out on how he feels about the assigned job. Discuss the advantages and disadvantages of the job with him. Be honest!

Encourage the participant to express his feelings. Help him to work out his own solution to his problem whenever possible.

Keep a record of all counseling for use by the program and by the participant's future employer.

Determine counselee readiness for employment.

Close the counseling session as a recess, not as an end.

The participant should get the impression that he is the coach's only concern. The entire counseling session can lose its effectiveness if the coach forgets the participant's name, confuses pertinent facts, or appears in a hurry to end the session. "Knowing all the answers" is not the best approach. The participant usually feels better when he gets assistance, but solves his own problems.

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One or several counseling sessions may take place before the participant is referred. The number of sessions is dependent upon the needs of the individual. These sessions serve two principal purposes:

Informational. The coach asks the participant for basic information (name, address, age, phone number, etc). This is necessary because personal information given during registration is sometimes incorrect. The coach can ordinarily get more accurate information from the participant. This data is also helpful in the coach's follow-up duties. The coach, in turn, gives a precise description of his function to the participant.

Referral. The coach discusses with the participant his employment disposition. This will entail a description of the job and the problems which the participant might encounter. The participant decides whether he is willing to try the job. The counselee may not want the work, or the coach may feel that the participant is not ready for the job. In any case, some type of referral does take place. The coach may bring the case before the team. They, collectively, will determine a course of action.

THE COACH AND SUPPLEMENTARY SERVICES

The supplying of supplementary services (including medical, legal, clothing, public assistance and education services) is an ongoing process that begins while the participant is still in the JOBS NOW orientation program and continues until the participant is no longer the program's concern. Before the participant has been assigned a coach, it is the responsibility of the human relations counselor to refer participants to the appropriate supplementary services. Once the assignment of the participant to the coach has been made, this referral function is carried out by the coach.

THE COACH AND JOB TRAINING

The assignment to job training programs is made by the team counselor and ISES interviewer. Coaches are assigned participants who will be entering an educational or training program. When the participant completes the training program, that program does its own referral and follow-up. This relieves the coach of any future obligations to the participant. If the participant drops out of the training program, the assigned coach makes job-referral or referral to another training program. Job referral is the most common procedure. Participants from past cycles who have not been referred or have lost their jobs, can be referred to a training program by a coach.

COACH REPORTING

Submitting reports to the team and JOBS NOW Central Information Office is an important coach function. Feedback is necessary not only for compilation of statistics, but also for the purpose of evaluation and analysis.

Weekly and cycle follow-up reports include:

Coach's name, week or cycle, and date of report.

Names, cycle, and company of employed participants.

Names, cycle, and reasons for unemployment of participants who are not working.

Weekly reports also include the total number of participants and subtotals of unemployed participants.

TRANSFERRING PARTICIPANTS BETWEEN COACHES

When an employed participant moves from one job to another, it usually occurs that a different coach will become responsible for the participant, since coaches are assigned to specific companies. To make this transferral procedure a smooth one, the coach presently assigned to a participant remains responsible for him until he obtains employment in a company assigned to the new coach. A duplicate copy of the transferral is submitted by the coach to the new coach's team administrator. Transferral slips should include all pertinent information on transferred participants, from their names to their new companies and new coaches. No transfer is made until a participant is employed in the company of the new coach.

CONCLUSION OF THE CYCLE

By the end of the second week, all participants occupy some placement category. The final formal placement opportunity is the "job pool." This is held the second Thursday of the cycle. The job pool is a meeting held for all team members of all teams to match present cycle unreferred participants with the jobs that JPDs have available. Unreferred participants are matched with job openings and are assigned coaches. At this time, all participants occupy one of the following dispositions: job-referral, job-training referral, unreferred, terminated, or recycled.

These categories operate as the springboard for the coach's activities in the field. As time passes, each participant will present his own particular problems to the coach. Coaching is finding solutions for individual problems.

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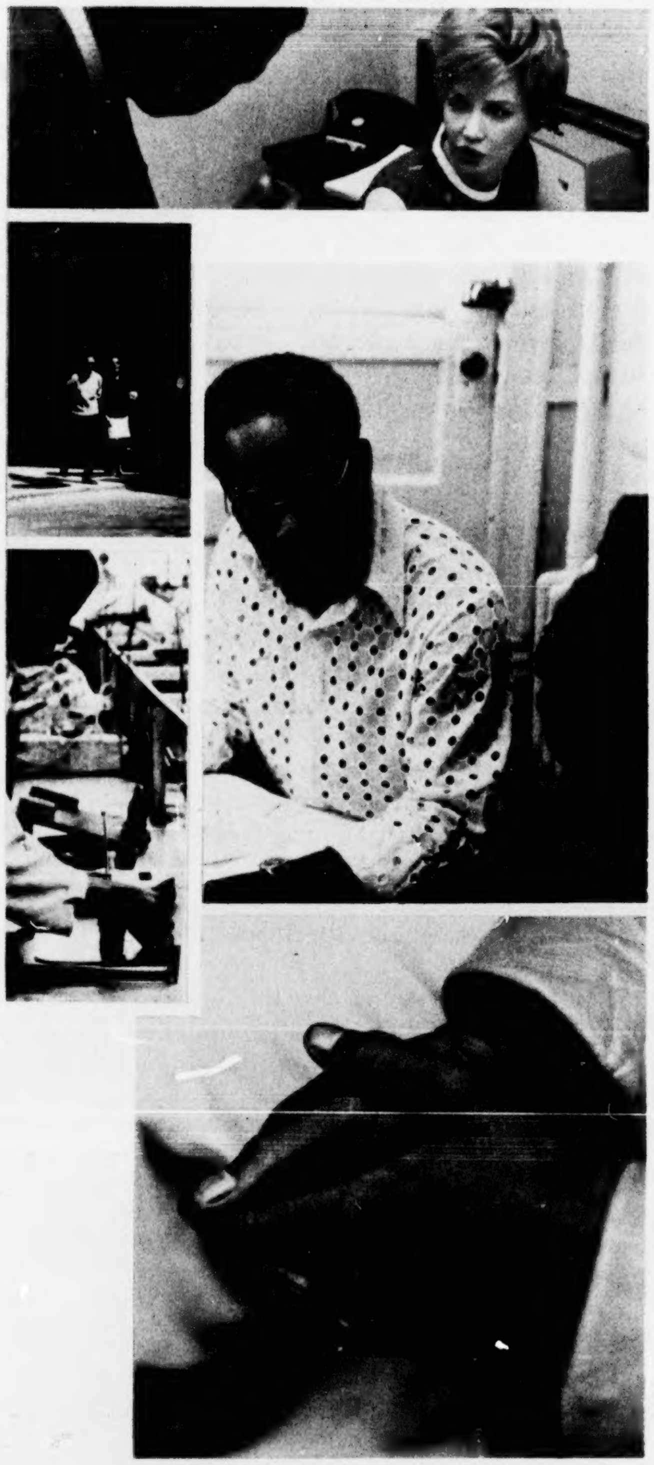

WORKING IN THE FIELD

The major responsibilities of the coach take place outside of the JOBS NOW facility. Many of these activities are reactions to the problems and difficulties faced by company personnel and participants. Each company and each participant presents his own unique problems. The procedures pointed out in this section, "WORKING IN THE FIELD," must be especially viewed as directional. The success of the coach's field performance rests on his ability to relate productively to individuals. The guidelines presented in this section should be read with this in mind.

JOB REFERRAL AND HIRING

It is the coach's responsibility to channel participants into job-referral. While working with present cycle participants, unreferred and job-trainee participants from previous cycles must be included in the job-referral process. The participant receives job-referral status when he agrees to an interview with company personnel about an available job.

The coach's responsibilities in job-referral are to make sure that:

An interview is scheduled for the participant.

The participant attends the interview. The coach accompanies the participant to the interview. The trip to the interview is instrumental in establishing coach-participant rapport.

The participant, away from his home environment and the relative security of JOBS NOW center, usually opens up to the coach and expresses his fears, hopes, and wants.

The job program developer accompanies the coach and participant to job interview if the coach does not have a working relationship with the company (a new company or new coach).

The coach sits in on the interview with the participant.

The coach notes whether or not the participant has been accepted into employment and, if not, why not.

The coach receives a copy of the participant's work schedule.

During the coach's initial visit with the JPD to the new company, the following should occur:

Introduction of the coach to the personnel manager and a discussion with him and the job program developer about the implementation of the high support program.

A tour of the plant. This may include areas of the plant where a high support program is *not* in effect. After a working relationship has been developed with the company, this might be an area that the coach will wish to develop. This is an example of why the coach must be aware of the total company operation.

Introduction and discussion with line foreman and supervisors. These men are important to the program's success, since they will deal directly with the disadvantaged on the job. Some may be openly hostile to high support or may not know how to operate the program.

THE PARTICPANT'S FIRST WORK DAY

Time can numb enthusiasm and motivations. Oftentimes, there is a lapse of a few days from the time of hiring until the particiant actually reports for work. The coach must do what he can to get the participant off to a successful start. Therefore, the coach should:

Talk to the participant after the interview and ascertain if there is any reason why he cannot report to work at the specified time. If the participant has any problems (clothing, money for transportation, etc.), these mu

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Talk to the participant after the interview and ascertain if there is any reason why he cannot report to work at the specified time. If the participant has any problems (clothing, money for transportation, etc.), these must be handled immediately.

Make the participant feel that he has made a good decision. Do not glamorize, but rather reinforce the positive rewards of employment.

See to it that the participant knows how to get to the work-site from his home. As many forms of transportation as possible should be pointed out to the participant.

Call the foreman on the first work day to make sure that the participant is on the job. During this phone conversation, the coach emphasizes that the foreman should contact him if any difficulties arise.

SUSTAINING THE PARTICIPANT IN EMPLOYMENT

The problems of referral and hiring are overshadowed by the difficulties of sustaining the disadvantaged in employment. To keep the disadvantaged employed, the coach must work closely not only with the participants, but also with middle and lower management and line staff. The first six weeks of employment are the most crucial to job success. The disadvantaged worker feels alone and insecure in a foreign environment. A regular job experience has not been part of his system of living. On the other hand, supervisors and foremen are often uncertain of what it takes to implement a high support program.

How The Coach Works In The Company.

In working with the company to keep the participant employed, the coach:

Calls the foreman weekly to arrange coach-foreman conferences. The foreman should be made aware of why the coach wishes to meet with him and of approximately how long the conference will last (usually less than thirty minutes).

Fulfills his obligations punctually. The coach-company relationship demands that the coach prove through his actions that he is sincerely interested in the company and in the participants. Nothing can more seriously impede a project-company relationship than an unmotivated or unconcerned coach On the other hand, a coach with initiative and proper judgement, i.e., "good business sense," can stimulate company concern and involvement.

Keeps alert for plant areas in which high support programs can be implemented These points should be brought up at weekly meetings with company personnel and at the team meetings at the JOBS NOW center.

Talks to as many plant supervisors and other involved company staff as possible. The coach makes them aware of what he is trying to do and asks for their help and suggestions.

How The Coach Works With The Employed Participant.

In working with the employed participant, the coach:

Reinforces the idea that his function is to help the participant with job and home problems.

Instructs the participant to phone him immediately when problems develop.

Pays a weekly visit to the participant on the job during the first month to six weeks of employment. After this period of adjustment has been completed, semi-monthly visits are adequate.

Arranges for supportive services, when appropriate.

Is willing to undertake one or several extra visits to the company or to the participant's home if job problems develop.

THE COACH AND COMMUNITY FOLLOW-UP

Community follow-up is time-consuming and difficult. This is especially true in large cities where the participant can easily disappear, where gang boundaries can jeopardize the coach's safety, and where people are suspicious and sometimes openly hostile to "meddlers." The coach, however, has the responsibility to keep in touch with and assist all his participants.

Initial Community Follow-Up

The week after an orientation cycle ends, the coach should engage in community follow-up for all participants, employed or unemployed. The purpose of this initial community follow-up is:

To establish rapport with the participant and his family. Information cannot be collected when the coach is viewed suspiciously. The family will be more willing to volunteer information when it knows who the coach is, that he is sincerely interested in the individual, what he is trying to do, and who he is *not* (police, welfare agent).

To learn about the participant's home environment. Job problems and home difficulties are often intertwined. The coach will be better able to help if he has some idea of the participant's home problems.

LATER COMMUNITY FOLLOW-UP FOR THE UNEMPLOYED PARTICIPANT

After the initial community follow-up, continual semi-monthly follow-up on inactive (not employed, not in school, not in a training program) participants must take place. The coach will implement his follow-up task through telephone contact primarily.

Telephone Follow-Up:

Lets the inactive participant know that the coach has not forgotten him.

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g. Participant neve
h. Participant quit.
i. Participant laid c
j. Participant fired.
k. Other (explain)

Present Status

a. Participant pend

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Telephone Follow-Up:

Lets the inactive participant know that the coach has not forgotten him.

Permits the coach to keep up to date on the home location and the job situation of the participant.

Enables the coach to communicate job openings to the participant quickly.

Further Community Follow-Up

When the telephone proves ineffective (when the participant has no phone, has moved, or does not answer), further community follow-up must be carried out. The follow-up procedure can be comparable to trying to locate a missing person. Two things must be done:

Locate and communicate with the peers, friends, and family of the participant.

Visit the community hang-outs.

Once all possible participant information has been uncovered, the coach must file a report with the team administrator.

Submitting Reports.

The report filed with the team administrator should contain the following information:

Initial Placement

a. Referred to employment, not hired, reasons.
b. Referred to school, not accepted, reasons.
c. Referred to program, not accepted, reasons.
d. Referred to employment, did not report.
e. Referred to school, did not report.
f. Referred to program, did not report.
g. Participant never referred.
h. Participant quit.
i. Participant laid off.
j. Participant fired.
k. Other (explain)

Present Status

a. Participant pending employment (title? salary?)

b. Participant pending school.
c. Participant pending program (what kind?)
d. Incarceration (where? why?)
e. Military Service (where? how long?)
f. Illness (what kind? chronic, acute?)
g. In other program (what? where?)
h. Can't locate (why?)

What is presently being done to service the participant?

Comments.

LATTER COMMUNITY FOLLOW-UP FOR THE EMPLOYED PARTICIPANT

Once initial community follow-up has taken place, community follow-up is preempted by in-company follow-up. If difficulties arise, another visit to the participant's home might be advisable.

OVERCOMING COMMON OBSTACLES

The purpose of this section is to point out certain procedures that can help the coach avoid sources of problems. Proper procedures and some insight into commonly occurring difficulties enable the coach to save time for himself and the participant, avoid misunderstanding with company personnel, and simplify his task.

ORIENT THE PARTICIPANT TO THE COACHING ROLE. Since the participant will be linked to the program through the coach, the participant must clearly understand what the coach's function is. If the coach cannot introduce himself to the participants in human relations sessions, he should lucidly explain his function to the participant during the first coach-participant counseling session.

REQUEST GROOMING AND HYGIENE CRITERIA FROM THE COMPANY BEFORE IMPLEMENTING PLACEMENT. Occasionally, a participant jeopardizes his job or receives unfair criticism on the job because of his dress or clothing style. For a participant working in an environment in which he already senses an immediate handicap, dress difficulties can lead to problems that can result in job-dismissal. The coach should instruct the participant on the manner of dress expected of him. If the coach does not have such information, he should get it from the job program developer.

IMPLEMENT IN-COMPANY UPGRADING AS SOON AS POSSIBLE. Upgrading includes job advancement as well as financial advancement. Problems of job motivation, absenteeism and tardiness can develop with participants who feel that they have no future in a company or that a job has trapped them irrevocably in the "system," rather than giving them freedom to move within it. Furthermore, the limitations of a participant's skills and abilities often result in matching a participant with a job that is only a secondary interest to him. The disadvantaged worker often accepts the job on a conditional basis. If no upgrading exists, or does not attempt to recognize the participant's individuality, the participant may not only quit his job, but may well reinforce negative attitudes about the system and the value of a day's work.

BE AWARE THAT THE CAUSES OF TARDINESS AND ABSENTEEISM MAY RESULT FROM PROBLEMS SEEMINGLY EXTRANEOUS TO THE WORK SITUATION ITSELF. In determining the causes of these two most common problems, the coach should bear in mind that:

Job problems are often closely related to home environmental problems.

The participant in the new work environment needs positive reinforcement from responsibile sources (coach, peers, and company personnel). Without this encouragement, the participant may cause problems or become confused and fabricate problems which find expression in tardiness and absenteeism.

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The coach must almost hand-carry some participants through the crucial period of job adjustment.

The participant must be made to see himself as an individual commanding respect and having a future.

Post referral coach-participant counseling sessions must be productive and give the employed worker fresh *hope* and *determination* about his ability to succeed.

Subtle in-company resistance may operate that the participant can only sense vaguely. The coach must bring it to expression through his personal relationship with company management and other personnel.

REFER PARTICIPANTS WHO ARE BUDDIES OR GANG AFFILIATED YOUTHS INTO DIFFERENT COMPANIES. Gang affiliation of participants often prompts all to quit when one member loses his job. This problem should be solved at the time of job-referral. This can be done by informing the participants that only one or two job slots are available at each company. Our experience has shown that this is an effective way of breaking down the group and orienting each one of them to a new group within a work setting.

BE PREPARED TO ESTABLISH A MEETING SITE FOR DISCUSSING JOB PROBLEMS OUTSIDE OF THE COMPANY SETTING. Employed participants sometimes resent the in-company visits of the coach. They feel it exposes them to ridicule from job peers and line supervisors. In such cases, the coach should abide by the participant's wishes and arrange a meeting outside of the job setting. On the other hand, new companies who are just beginning to implement a high support program may, for reasons of "policy," ask the ocach not to meet with the participant on company premises. In this situation, the coach must arrange counseling sessions at a time when the participant is not working.

CYCLE TIMETABLE FOR COACHES

The purpose of this timetable is to complement, through review, the functional approach to the coach's activities in the Coaching Handbook. Since many of the essential coach duties covered in "Working in the Field" are not easily amenable to this timetable, these activities will simply be indicated as "follow-up activities." Follow-up activities are meant to include a coach's duties in the company and in the community. This timetable points out that as the coach focuses his attention on a new cycle participant, he continues to service former-cycle participants.

WEEK ONE

Monday

Begin initial community follow-up for all participants from the previous cycle.

Assist in registration of new-cycle participants.

Participate in orientation classes.

Engage in regular follow-up activities for participants from all previous cycles.

Tuesday

Continue initial community follow-up for all previous-cycle participants.

Attend the team meeting. Besides the discussion of new participants, the team will make sure that all the participants from the previous cycle have been assigned a coach.

Follow-up activities.

Wednesday

Complete initial community follow-up for the participants of the previous cycle.

Meet with any participants who are going to be referred for immediate employment, thus preempting the orientation program.

Follow-up activities.

Thursday

Attend and take part in a human relations class.

Attend team meeting.

Refer unemployed previous-cycle participants to employment.

Refer those assigned participants, preempting the orientation program, to employment.

Follow-up activities.

Friday

Complete weekly in-company visits with company personnel and participants who were referred to employment in the previous four (4) to six (6) weeks.

Make up the weekly report.

Follow-up activities.

WEEK TWO

Monday

Begin meeting with present-cycle participants on a one-to-one basis.

Follow-up

Tuesday

Continue
counseling

Follow-up

Attend the

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Meet with any participants who are going to be referred for immediate employment, thus preempting the orientation program.

Follow-up activities.

Thursday

Attend and take part in a human relations class.

Attend team meeting.

Refer unemployed previous-cycle participants to employment.

Refer those assigned participants, preempting the orientation program, to employment.

Follow-up activities.

Friday

Complete weekly in-company visits with company personnel and participants who were referred to employment in the previous four (4) to six (6) weeks.

Make up the weekly report.

Follow-up activities.

WEEK TWO

Monday

Begin meeting with present-cycle participants on a one-to-one basis.

Follow-up activities.

Tuesday

Continue to meet with present cycle participants in counseling sessions.

Follow-up activities.

Attend the team meeting.

Wednesday

Complete counseling for present-cycle participants.

Conduct referral for past-cycle participants.

Follow-up activities.

Thursday

Begin referral for present-cycle participants.

Attend the team meeting.

Attend the job pool.

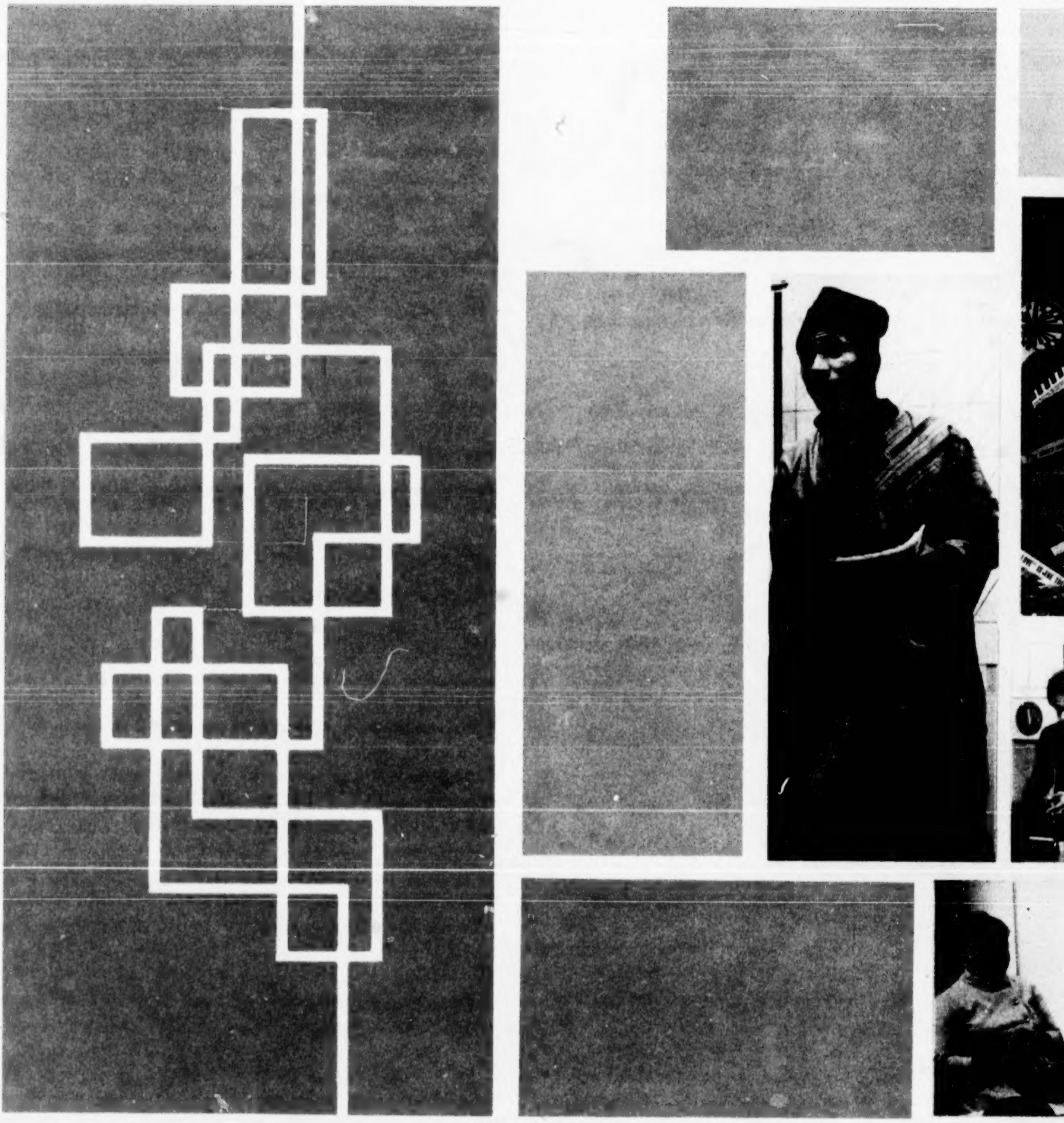
Follow-up activities.

Friday

Finish referral for present-cycle participant.

Complete weekly in-company visits with company personnel and participants who have been employed in the previous four (4) to six (6) weeks.

Complete follow-up activities for all employed and unemployed participants who do not receive weekly coach attention (see point 2, immediately above).



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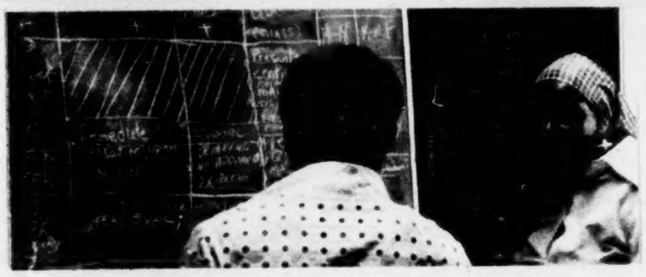

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SECTION IV HUMAN RELATIONS HANDBOOK

Introduction 42

A Programming Outline For
Human Relations Counselors 42

The Role Of The Counselor 43

Sample Human Relations Sessions —
Conducting A Two-Week Program 44

Evaluation and Documentation 48

Glossary Of Human Relations Exercises 49

Section

I Preliminary Exercises —
Getting Participants Acquainted 49

II Exercises for Promoting Group Interaction . 50

III Exercises For Working With Group
And Individual Problems 52

INTRODUCTION

JOBS NOW operates from a human relations base. Central to the project is the belief in the operational importance of the individual personality and the need for communication between individuals to affect organizations within which they work. This is an important stance for the project as it orients unemployed ghetto youth to ways of achieving productive and sustained employment.

Attempts have been made to motivate the disadvantaged to develop skills which will help to change their situation. Most efforts have been unsuccessful. It is vital that new approaches be explored. This section of the report is intended to serve as a human relations workbook for use by programs working to prepare disadvantaged youth for employment. The methods which are advanced here are eclectic in nature. They represent exploration in available literature on sensitivity training, T-grouping, group therapy, and human relations theory, as well as products of JOBS NOW experiences. Data has been condensed, its focus altered, and new techniques added. The result is an approach which is applicable specifically to a ghetto-oriented population.

JOBS NOW operates on the theory that people change when their value systems change, and that this can be accomplished radically when individuals are forced to reevaluate and redefine their beliefs. People begin to favorably change their behavior when they are able to weigh the impressions of others about them with their own impressions about themselves—exposure to others with different experiences, value systems, and styles of behavior often facilitates favorable change. The more open and honest the feedback is, the more effective the change is within the individual.

This handbook is designed to answer the question: "I am supposed to construct a Human Relations Orientation. What do I do?"

A PROGRAMMING OUTLINE FOR HUMAN RELATIONS COUNSELORS

(The "you" in the following narrative sections refers to the Human Relations Counselor.)

Timing

In planning a human relations program, it is important to know how much time you have. You must know:

1. Total time your program will cover
2. Into how many sessions the time is to be broken
3. The length of each session
4. How far apart the sessions are to be held

Plan each session so that you have enough material without being rushed. Each session should build on the previous session so that there is some logical order in the overall schedule.

Rhythm

Another important area in planning is the pace or rhythm of the training. Most programs should start slowly, build gradually to a high point, and then slow down at the conclusion.

Timing and rhythm patterns are also important in your planning of exercises. Bear in mind that individuals have periods of alertness and periods of slowness each day. For example, most people feel sluggish after eating lunch. If training is for 1:00 p.m. - 2:00 p.m. each day, plan some activity that requires the active involvement (such as talking or moving about) of all the participants.

Expectations

Have clearly in mind what you hope to accomplish by giving the training you are planning. Also, have a clear idea of what the participants think that the training is intended to accomplish. List your goals in one column and the expectation of the participants in another. This is important, for if these expectations are very different, some changes in your human relations design may have to be made.

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Understanding the Group

In order to work effectively with the group, you should consider the following:

1. What age are the participants?
2. How many persons are there of each sex?
3. What are their educational backgrounds?
4. What are their religious backgrounds?
5. What are their family backgrounds?
6. What races are they members of?

The more informatoin you have about the group, the better you will be able to communicate with it.

Improvising, Modifying, and Redesigning

You will be more at ease and better able to do a good job of training if you have a thoroughly thought out and planned training program. Avoid being rigid in your planning. If you find that your planning was wrong for some reason, change it as soon as you can. If your training group is developing differently, and they need material other than you originally planned, throw out that first plan and redesign. Do not stay with any plan merely because the work of designing it is already done. Redesign your training if there is a way to reach your goals and expectations more effectively. A training program that is effective for one group may not work well for another group. There should be no reason to hesitate if you see a need for change.

JOBS NOW has found that a human relations group of approximately twenty (20) members is the most comfortable for both counselor and the participants. The group meets three hours each day for ten days. Another three hours each day is spent in Practicum Workshops: Personal Enrichment, Money Management, Job Orientation and the Chicago Transportation System.

JOBS NOW human relations training uses group interaction to increase an individual's awareness of his environment, and of himself. This awareness, hopefully, leads the individual participant to establish a strong sense of personal security and confidence, and allows him to deal productively with personal problems and those related to employment. Some of the latter concern becoming employed, staying employed, and advancing on the job.

The project attempts to begin to achieve its human relations objectives by identifying crucial areas of group development. Each day the human relations counselor evaluates his group to determine whether it is proceeding with the normal characteristics of group formation. This enables him to direct the group to satisfying ends, rather than to allow it to become caught up in futile concerns. Evaluating the group as it moves through these stages allows the counselor to deal with individual problems as they emerge. It is crucial that the counselor remain sensitive to each participant throughout training. The development stages are as follows:

Stage 1: *Hostility*

This is the result of fear, anxiety, and frustration. In this stage the participant is sometimes defensive and quiet, or he may display negative or aggressive behavior. The counselor attempts to minimize this behavior so that the group can begin to work. Work includes setting group objectives, defining tasks, and acting on both individual and group problems. The counselor does this by using series of techniques designed for this purpose (see glossary of human relations exercises). The counselor's primary task at this stage is to free the group of some inhibitions by helping members to get to know each other and to establish a group frame of reference. The counselor also attempts to give the group an identity by helping it set goals which are realistic to all of its members, including the counselor himself.

Stage 2: *Complementing, Positioning, and Impressing.*

In this stage, the participant will try to find or create his place in the group. He will do whatever he feels is necessary to accomplish this. Group members may be aggressive, or, on the other extreme, apathetic. The counselor should try to encourage each member to participate. Sometimes the counselor finds it necessary to deal with a few members to force others to react to these members. This creates an initial group frame of reference on which the next stage of development (confrontation) will depend. Sometimes the counselor has only to remain silent while positioning is taking place, while some participants are impressing the group and others are complementing emerging leaders. The counselor must determine when the group is ready to advance to the stage of confrontation. This is when it is apparent that a disagreement between members is possible. Here again, the counselor may try to become active in promoting disagreements between participants.

Stage 3: *Confrontation.*

This emerges from disagreement between two or more group members. It was promoted in the preceeding stage. Confrontation is the key to the entire process. From conflict, groups grow. The particular subject matter used to promote conflict is not important. Dialogue and disagreement is food for growth. The subject of the conflict between members should be kept relevant to all members by the counselor. Participation around a controversial subject is not usually difficult. It is important that while the counselor does not normally actively participate in the confrontation, that he periodically rephrase statements to make them clear to all participants. In addition, he should encourage feedback from all group members.

Stage 4: *Reflection, Unity, and Support.*

Usually, this follows confrontation. At this point, group members begin to understand one another. Unity and honesty develops when the group understands that together they have accomplished a task. Roles of the members are reviewed and discussed. Suggestions and criticism are made as to how the group members may achieve certain goals. At this point, tasks may be assigned to the group in solving problems such as getting and keeping a job, building a commu

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THE ROLE OF THE COUNSELOR

All Human Relations Counselors:

Help participants to get to know each other and to interact with others

Work with group problems as well as individual problems

Formulate possible alternatives to actions

Yet, the role of the couselor in a group situation is not static and unchanging. The fluid group situation requires that counselors assume more than one role. Participants too, assume more than one role. Either counselor or participant will often become a leader and/or a participant. The counselor enters the group as a leader, or as an authority figure. He may retain this role, and be somewhat dictatorial, or he may seek the identity of a group member as one of the participants. Although both approaches have their advantages, we have found that gaining group membership increases the effectiveness of the counselor by facilitating freer and more open communication with participants. Participants are obviously susceptible to authority figures, but are generally suspicious of them, and withdraw from communicating with them. Achieving group acceptance and group membership affords the counselor a greater opportunity to share his experiences and expertise with participants.

Following are those things which may be influenced by human relations training. Each is related to personal growth and increased employability.

Attitude. A realization of what attitude is and how it may accomplish goals is one focus of human relations exposure.

Self-Concept. A clearer understanding of one's self tends to reinforce motivation and initiative. Generally, a Black youth has a poor self-concept. Experiences which build his ego strength make him respect himself more and add to his favorable self-concept.

Failure Syndrome. The participant has failed all his life. As successes are built into his experiences, the chances of future failure diminish.

Understanding the World that Affects Him. Participants have blocks to learning. As they become more sensitive to others, and to ideas and beliefs of others, they become more sensitive to these blocks. They become more adept at dealing positively with racial and employment problems.

Interpersonal Relations. This involves abilities to communicate openly and honestly, to project a positive image, and to adapt and adjust through understanding.

SAMPLE HUMAN RELATIONS SESSIONS – CONDUCTING A TWO-WEEK PROGRAM

Following is a sample of Human Relations class proceedings of the type which are given for JOBS NOW participants. It is presented on a day-by-day basis. The techniques mentioned in the narrative are used only as examples. Others are described in the glossary of techniques. Each counselor should experiment to find those which work for him. Other most important factors determining techniques used are the needs of the groups themselves. Some groups respond differently from others. The group dynamic will determine what techniques are appropriate to the group.

The First Day

An orientation to the program and to the group process is given. This consists of an explanation of goals, methods, and policies with which the participant will be working during the coming ten (10) days' cycle. Counselors should assume that the group members know nothing of what is going to happen to them. Explanations should be as inclusive and as clear as possible, yet simple and direct enough to be easily absorbed. Therefore, the presentation should be limited to pertinent high points, such as participant fears and the hoped for results of the program. Presentations should be realistic. Do not promise the participant experiences or tangible benefits (money, jobs, etc.) which past experience has lead you to believe may not result. On the other hand, every effort should be made to arouse the participant's interest and desire to profit from the sessions. Any possible benefits of training should be indicated.

Encourage participants to ask questions. Always answer them, no matter how silly or irrelevant they appear. If participants feel like discussing or criticizing, encourage them. Getting people to actively participate should be your major goal. Negative reactions can be turned around early. Hostility is not necessarily bad. Do not cut it off or ignore it. Try not to become defensive. The best approach is to deal with situations as soon as they appear, regardless of what they are.

At all times, be honest about the program, the participants, and your abilities. Any dishonesty, mistakes, misrepresentations, or evasions will almost certainly be a barrier to the success of the training. Counselors should also relate human relations training to all the other things that will be happening to the participant during the program's orientation. During orientation it is particularly important that any policies of the counselor in respect to attendance or behavior be stated. It is strongly advised that you do not set policies you cannot enforce and that you enforce the policies you do set. Policies should be simple and direct, and as few as possible. The demands and penalties should be clear and precise.

The Second Day

Getting every member of the group involved is an initial problem which every human relations

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The Second Day

Getting every member of the group involved is an initial problem which every human relations counselor must overcome. Participation is necessary for group discussion to take place. This is usually best done by utilizing techniques which help each individual to verbalize some feeling in addition to giving his name. Start by having the participant use himself as a referral base and then by having him extend this base to other individuals in the group. A typical technique might go something like this:

Counselor: "All right group we're going to have to get to know each other at least a little better before we can get any real discussion going. I mean like—none of you really know me and I don't know any of you. Right? One way we could do this is just sit around for a couple of days and maybe he'd talk to her (point to one male and one female) and then maybe he'd even talk to me (point to an apparently hostile member) and some of us wouldn't talk at all. I'm sure at least a few people like him (pointing to a sleepy member of the group) would just get bored with the whole thing and walk out and I really wouldn't blame them. That's why some people have made up something called "techniques" to help us out. They may seem simple and childish at first, but they are usually fun if you just accept them. They also have a point. If you get it, cool. If you don't, that's cool too because we will discuss later what happened anyway. Any objections? (You will not usually get any at this point, just blank stares or a few heads nodding). O.K., this technique requires that we all pretend we're animals."

Animals are only one example you can use. (See glossary for others). Almost certainly you will get an immediate negative reaction. Our suggested response. is to maintain a sense of humor, act slightly negative yourself, but suggest that the goup go ahead and try it.

"Seriously, let's see what happens. If it gets too silly we'll stop. I'll start it by giving my name and the animal I would like to be, and then I would like to just go on around the circle and have everybody else do the same. Understand? O.K., let's see . . . . Joe, Doe, a Kangaroo . . . . next . . . . John Smith: John

Smith . . . . a gorilla. Sally Jones: Sally Jones . . . . a kitten."

Invariably, somewhere around the circle there will be one person who will refuse, saying that he is not an animal. He may do this for numerous reasons such as a challenge to your authority, fear of speaking up in the group, negative attitude towards other group members, or an aversion to labeling himself an animal. The counselor must quickly attempt by short, fast questions and friendly teasing to make a statement on why the participant will not respond. Then he must gently prod him into going along, always remembering that it is not the fact that the participant is picking an animal that is important, but that getting him in as a participating member of the group is essential.

After you finish this technique, and if time remains, immediately switch the participants' attention from themselves to the other members of the group. This is done by a variation of the previous technique. A member of the group becomes the focal point and all the other members tell him what animal they would make him. This continues to the next member until all participants and the counselor have been labeled by the other members of the group.

Following the use of these techniques, you should always allow time for discussion, since this is the real point of the technique. In this case, the discussion should center around: 1) what happened as the group became involved, 2) Why the group became involved, 3) why certain animal names were used, 4) what the reactions were of different people to being called certain animals, 5) whether judgements were made on each other and 6) what the basis for these judgements were (e.g., appearance, actions, voice. At all times, the counselor should guide and direct the discussion so that participants realize that they are becoming a group. They should see that they have talked to each other, that they have made some basic judgements, and that no great fear or tension has resulted from this interaction. Try and discuss the results clinically. For example: "O.K. group, let's talk about what happened and why" or, "when we discuss this, don't focus on John and why he acted that way, but on why people in general react differently to situations, and how we *feel* about this. Can anyone identify with John's feelings?" Never let the technique itself become the center of discussion. Techniques of themselves hold little or no value.

The Third Day

By the third day, the group should begin to come closer together. The best approach for this day might be to start with an advanced interaction technique and then move into a more free-form and relatively unstructured discussion. This allows the group which is still young to achieve an organized starting point. It also begins to push the group out on its own ground. There are a number of suggested techniques in the glossary. Two that have been particularly successful for us are the Selection Game and Personal Heart.

"The Selection Game:" This is a good starting technique because it has enough similarity to second day techniques to make it easy for participants, and yet calls for a more advanced and direct form of interaction. The game is very simple. The counselor merely goes around the circle and asks each member a question, the answer to which must include references to one or more members of the group. The participant is asked to make his selection by getting out of his chair and touching a member or members on the shoulder and then returning to his seat. A sample question might be: "If you were left a million dollars by a rich uncle you didn't know existed, and he said that you had to share it with three members of this group with what three members would you share it?" or "If you owned a business and had to leave on a vacation, what two people in this group would you want to manage it for you while you were gone?" When the counselor's turn comes he should let the group ask him one of their questions.

After everyone had been asked, the group can discuss why certain members chose each other, why certain members were not chosen, and the nature of individuals' reactions to being chosen or left out. The counselor should guide the discussion so that members of the group become totally aware of why

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Once the Selection Game has run its course, the group should be ready to try to move into a more open and less directed discussion. Depending on the readiness of the group and upon the counselor's honest evaluation of his skills, the counselor can choose any technique. He may open the session to whatever the group wants, or organize discussion very tightly around a theme of his choosing. It may be difficult to know what to do. In that case, try something and if it does not work, do not be afraid to admit it to the group. In case of failure, stop and try something else.

"Personal Heart:" This is a kind of "middle ground" with very little structure. The counselor suggests that any member of the group can ask any other member any question that he wants. The member being questioned does not have to answer. Results of this sort of questioning can go from the totally insane to the extremely explosive. It is up to the counselor to control the discussion to make sure that it remains relevant, interesting, and is directed towards what seems to be problems shared by the majority of the group. Always be watchful of monopolization by one or two members and/or boredom by a large segment. Always feel free to involve yourself to stimulate or tone down the flow of discussion. But try to let the group handle and direct itself as much as possible.

The Fourth Day

On the fourth day, the counselor should attempt to utilize the sharing and interaction that has gone on previously to identify some of the problems which the group seems to have, and to direct the group's attention to these problems. One effective way of doing this is through role-playing.

The counselor identifies a situation which he thinks may be somewhat similar to one shared by many members of the group. The situation is described. For example, a teenage son who has left home for three weeks lost his job, has no money nor place to stay, comes home high at three o'clock in the morning, and tries to talk his mother into letting him in.

Allow the actors (one participant plays the mother; another plays the son) in the role-playing situation to create their own scene and dialogue from your bare outline. Let them take it where they will. Do not allow the action to terminate until the problem (in this case whether the young man will be allowed to return at home or not) is solved. After actors have finished, allow group members to criticize, congratulate, offer other solutions, and evaluate outcomes.

The possibilities for discussion and interaction around role-playing are numerous. A good role-playing session with active discussion can easily fill a two to three-hour training session. Almost any problems can be dramatized. Seldom will two people solve it exactly the same way, and that is the point. The purpose here is to get various problems and solutions into the open, and to broaden the individual's alternatives for action. Avoid value-judging solutions. Try to stress what is effective and allow the problem-solver to reach solutions which would seem to work for him in a similar, but real-life situation.

The Fifth Day

The fifth day is the end of a week and the middle of a cycle. There will be two following days spent away from the orientation center before the next session. Therefore, the fifth day should be a day in which the participant feels a sense of accomplishment and an understanding of what he has been doing thus far. Without this sense, participants feel confused and resistant to returning on the following Monday. This is a crucial day. Two techniques have been found to be especially effective for this purpose: The Project, and Group Analysis.

"The Project:" This is any project which requires physical effort to build a physical entity, such as an art collage, a paper tower, or whatever, depending on materials available. The counselor should divide the group into smaller groups. Try to create at least three groups, with at least three members in each group. Then, if numbers permit, have each group select one member as an observer (this should only be done with groups of five or more). If you have observers, call them up to the front of the room, explain what is going to happen, and tell them that you want them to watch their team and report on what the members do, who participates, who organizes, and so forth. Then send them back to the group with the materials. If you do not have observers, the counselor or another staff member such as a coach can serve in this function. Be sure that each group has the same amount of materials and that they do not have access to any more than the amount. Then announce to the groups that each team will make something and that they will only have a specified amount of material and a certain allotted time in which to do it. Explain to them that when the time limit is up, the finished products will be judged by you and another staff member. The standard can be beauty, strength, height, color, etc. Then begin. Do not interrupt or aid any group. After the time has elasped, judge the entries and choose a winner.

The heart of the exercise begins when the observers or you, the counselor, discuss how different teams functioned. After your observations are given to the group, a discussion should be held on how leadership, team-work, cooperation, creativity, competition and such affected different participants. By the time the exercise is over, you should have had a lively discussion with tangible physical evidence as proof of the different assumptions working in each group Participants will be left with a sense of accomplishment in having created something that they can readily see, and with a deeper understanding of how they successfully performed a task.

"The Project" exercise also facilitates moving into the more abstract "Group Analysis". In Group Analysis, the counselor and the group discuss what has happened over the past week, what the changing patterns of leadership have been, who has participated most, and why. Each individual group member is ranked on scales of leadership, participation, and acceptance. Once the scales are created, discuss why some individuals rank high on one scale (e.g., leadership) and low on another (e.g.,

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The Sixth Day

The sixth day is the first day back in the center after a two-day layoff, and the beginning of the second week of the cycle. Therefore, the focus is on renewing and maintaining the involvement of the participant in the problems that have emerged during training, and on moving toward solutions to these problems.

Again, many approaches can be used effectively at this time. One, for example, is a technique that incorporates solutions to both of your sixth day needs—renewal of interest and "brainstorming" solutions to problems. To begin the "brainstorming" exercise, divide the group into teams of five or less. Give each group pencil and paper. Explain that brainstorming is a way that has been used to come up with new and different solutions to problems, and that it is an alternative to the old way of "incubating" a thought and then criticizing. Explain that groups will be given a problem and a certain amount of time to develop as many solutions as they can without group criticism. Any and all solutions are valid, no matter how wild or humorous. No criticism will be leveled at any group.

We suggest starting with a relatively simple problem which will readily increase interest: perhaps solving the problem of a spaceship that is hovering over us threatening to destroy us. After the time has elapsed have a member of each team read aloud that team's solutions. A winner is decided on the basis of practicality of solution. After declaring a winner, go on to other problems that the group was discussing the first week and repeat the brainstorming process around these problems.

After brainstorming the more serious problems, the counselor can initiate criticism to solutions, and devote extra sessions to having the teams narrow down their lists to the best five solutions, and then to discussing which team or teams had the best solutions. *Concentrate on solutions which mention employment and try to direct the participants (without forcing them) into discussing employment as one alternative solution to their problems.* This will help prepare the group for the transition into the seventh and eighth days where employment will be the principal focus of attention.

The Seventh Day

The seventh day is one in which the counselor begins to narrow-down group interest to the almost exclusive consideration of employment. We have found it more advantageous to begin with a discussion of employment in general rather than to discuss the participant's past problems with employment. The counselor may begin with information on jobs available during the cycle, and then begin to initiate a group discussion around employment. As participants start to relate past experiences, list them on the board. Act out certain pertinent experiences in a role-playing situation. Put the highest and lowest salaries of each group member on the board as well as the length of time worked and the type of job performed. Have participants evaluate the job market and the desirability of being employed. Allow them to criticize and evaluate each other's capabilities and chances of success. Your big problem will be to make participants aware of and interested in the job opportunities, and to be frank about what they can and what they cannot realistically expect from employment. Doing this properly is as important as it is difficult. Participants frequently have unrealistic hopes for employment. Be realistic about employment, and about what participants should expect from it.

The Eighth Day

The eighth day is the day when you discuss the types of jobs, salaries, and opportunities which are available to participants. It is helpful to bring job program developers and coaches into the group at this time. These staff are excellent resources for the questions and outright negative reactions which will almost certainly come from your group.

A good procedure to follow is to put the participants' job salary expectations on the board first, and then have the job program developers and the group discuss them in the light of each member's past work history, test scores, and other qualifications. After this discussion has taken place, have the job program developers present the openings which are available. Make sure that they answer all questions and that they cover important areas such as salary, distance to work, type of work, advancement, fringe benefits, unions, and program on-the-job follow-up. Respond to participant interest in positions available. It has been found that final placement is best done in a one-to-one situation between the job program developer and the participant. More in-depth discussion and counseling can take place between them in this setting.

The Ninth Day

The ninth and tenth days present some special problems because they are also the days on which most referrals to employment are made. Participants are constantly in and out of the group on these days. Therefore, an assembly was initiated on the ninth day. It is difficult for JOBS NOW to give a very complete analysis of its experiences because the situation is still new, and the project is still in the stages of experimenting with different forms and possibilities.

In general, it has been found that it is advantageous to have the entire population of the center together as the end of the cycle nears. This gives a sense of community achievement to the entire orientation process. Skits, entertainment, and contests which the participants themselves design have been found to be very successful. Three activities especially have been successful. They are: an election of Mr. and Miss Grooming and Hygiene; role-playing situations of participant's applying for jobs; and musical entertainment by different groups.

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The Tenth Day

The tenth day is the last day of an orientation cycle. It is often hectic and disorganized, with staff trying to make a last effort to insure that all participants are placed or serviced in some positive way. Yet, it has been found that because this is the last time the group meets together and the last time that the counselor will deal directly with the participant, that it is advantageous to attempt to reinforce orientation emphases on the continuing contact between JOBS NOW and the participant. Since the project has a follow-up system utilizing coaches, the counselor should definitely make sure every participant has met his coach, that they have found a chance to talk, and that the participant understands why he has a coach and in what ways the coach can help him. The counselor should explain this generally in a group situation, but every participant should also have a one-to-one session with his coach. The counselor should also have a disposition on all of his participants and explain to them what will happen if they are not serviced.

Lastly, it has been found worthwhile to discuss in the group what has happened during the last ten days. Have the participants evaluate their experiences and offer criticism, suggestions, and changes which they see as necessary. This is also a good time for the group to discuss the differences between the world they are moving into and the atmosphere of the center. Focus attention on what experiences in the center can be carried on into their everyday lives and what things will be left in the center because they are not "real". In general, this is not the time to bring up new material. It is time devoted to the analysis of what has been important to the participant and to driving those important things home.

EVALUATION AND DOCUMENTATION

JOBS NOW has found it useful to have the counselors keep "diaries."" Entries are made on a daily basis. Content may include problems. New techniques, suggestions on training, case studies, or simple descriptions of each day's activities. At the end of each cycle, diaries are collected and read by the director of orientation. Group discussion takes place between orientation staff around cycle-findings.

It is difficult to give an unequivocal evaluation of human relations exposure within the Orientation Center. Hard data in the area of human relations training are everywhere minimal. JOBS NOW has never had a control group with which to measure the efficacy of its training. Another factor inhibiting objective evaluation is the large number of variables that the JOBS NOW employment process involves, especially in the areas of high support, coaching, and the matching of participants with jobs. Until more is known about these areas and their relationships to, and effects on human relations training, findings, will remain somewhat obscure.

Following are four case studies. They are representative cases. These, among others, have led the project to believe that human relations exposure does effect positive change in some participants and prepares them to meet realistically the employment world The names of participants have been changed.

Ralph Johnson was a 21 year old high school dropout whose limited work experience included short-termed menial jobs. His test scores were average, but he was extremely shy and introverted. He kept to himself. During the first few human relations sessions, he placed his chair against a wall and blatantly refused to participate. He re
angrily when others in the group asked him t
them. But when on the third day he was interv
by an Employment Service interviewer, he was
open and cheerful. He would visit the
interviewer during lunch breaks. He talked fr
about his family, the desertion of his father wh
was young, and his inability to"open-up" to wo
Ralph asked the interviewer if he could be chan
a class which had a male as a counselor. He sai
he did not want to dropout of the program, bu
he feared he would because of his nervousness
with the older female counselor. The chang
made. Immediately, he begin to work with th
group. Through participation, he began to
confidence to talk honestly in a group-setting
group listened sympathetically as he spoke abo
dependence on his mother, and of his fear of h
learned that many others in the group had s
difficulties. He began to see employment as a w
achieving some independence. Ralph's mothe
discouraged him from working because she "
him around the house." She had even discou
him from continuing in JOBS NOW.

The job for which Ralph was interviewed req
a suit and tie. He reported to it improperly dre
He wore "the only suit he hau," an old ill-fi
tuxedo. He failed the interview. His coun
contacted the company and asked that Ralp
given another chance. The counselor then receive
Ralph an advance from the project's Brother
Fund, and had Ralph go with a coach to a clothi
buy a new suit. The next day Ralph was intervi
and given the job. He has since been promoted.

Lawrence Otis was expelled from high schoo
brutality. He held a number of jobs afte
expulsion, but could not get along with
workers. He was fired from most jobs, and qui
others. He came to JOBS NOW. He was extre
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absences were reason enough to terminate Otis
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and blatantly refused to participate. He reacted angrily when others in the group asked him to join them. But when on the third day he was interviewed by an Employment Service interviewer, he was quite open and cheerful. He would visit the male interviewer during lunch breaks. He talked frankly about his family, the desertion of his father while he was young, and his inability to"open-up" to women. Ralph asked the interviewer if he could be changed to a class which had a male as a counselor. He said that he did not want to dropout of the program, but that he feared he would because of his nervousness while with the older female counselor. The change was made. Immediately, he begin to work with the new group. Through participation, he began to gain confidence to talk honestly in a group-setting. The group listened sympathetically as he spoke about his dependence on his mother, and of his fear of her. He learned that many others in the group had similar difficulties. He began to see employment as a way of achieving some independence. Ralph's mother had discouraged him from working because she "liked him around the house." She had even discouraged him from continuing in JOBS NOW.

The job for which Ralph was interviewed required a suit and tie. He reported to it improperly dressed. He wore "the only suit he had," an old ill-fitting tuxedo. He failed the interview. His counselor contacted the company and asked that Ralph be given another chance. The counselor then received for Ralph an advance from the project's Brotherhood Fund, and had Ralph go with a coach to a clothier to buy a new suit. The next day Ralph was interviewed and given the job. He has since been promoted.

Lawrence Otis was expelled from high school for brutality. He held a number of jobs after his expulsion, but could not get along with other workers. He was fired from most jobs, and quit the others. He came to JOBS NOW. He was extremely aggressive and insubordinate in class. His frequent absences were reason enough to terminate Otis from training, but his counselor was firm in her belief that he could be worked with. He failed job-interveiews in every company to which he was referred He remained unplaced at the end of the cycle, and was asked by his counselor to return as a re-cycle. He refused. Within a few weeks he was incarcerated for burglary, petty-theft, and disorderly conduct. The project stayed in contact with him during his incarceration. Upon his release, he reentered JOBS NOW. His counselor and coach devoted special attention to him. He began to become actively involved with other participants. He was never absent. His attitude began to change, and at the end of the cycle he passed his first job interview. He has since been placed into that company's supervisory training, and has readily advanced on the job.

Virginia Mae Williams was a high school graduate who had lost job after job because of frequent conflicts with supervisors. During the first few human relations sessions, she was suspicious of the counselor, and highly aggressive toward other participants. She had a very powerful personality and was vehement in her attacks on the project and employment. The counselor directed her in-puts on self-perception to Virginia, and had her participate in role-reversal exercises. Her counselor, in addition, spent a great deal of time with Virginia on a one-to-one basis. The counselor asked her to help in working with other participants. Virginia then learned quickly to better understand and respond to the needs of others. She was shown how the empathy which she was learning was valuable in a work situation Virginia began to "open-up" to other participants, and spoke of her aggressiveness as being a result of her fear and loneliness on her past jobs. She was placed into a high support opening as a typist, and has twice been promoted.

Mary Blue appeared bored. It was difficult to get her motivated. While she was not hostile, she was not outgoing and this caused resentment among other participants. She refused to cooperate. She began to talk and share with one group member and this seemed to lead to opening up to others in the group. As she began to participate, she saw herself as accepted and gained some confidence. She was able at the end of the session to pass a difficult interview with a major corporation, and is today still employed in a position of responsibility.

GLOSSARY OF HUMAN RELATIONS EXERCISES

I. PRELIMINARY EXERCISES—GETTING PARTICIPANTS ACQUAINTED

The purpose of these exercises is to help group members to learn each other's names so that they begin to know each other, to get participants involved as a group, and to make them aware of how a group begins to form. They are generally used during the first two (2) or three (3) days of the cycle.

EXERCISES

Animal Name-Game.
The Animal Name-Game is an introductory technique which allows each member of the group to say something to identify himself and to give some indication of his self concept, and his initial impression of other group members. The time limit of this technique depends on the size of the group.

The procedure begins when the counselor suggests that each member of the group give his name and the animal he would choose to be if he had to be one. ("John Smith—a tiger.") This continues around the group until each member has stated his name and the animal he would like to be. When this is completed, the procedure changes. An individual is selected, and each member of the group tells what animal he would make that individual (John Smith is a baboon, John Smith is a snake, etc.). This series continues until each member of the group has allowed all the other members to name him as an animal.

The Biography Exercise.
Often, the story one tells of himself is the major determinant of behavior. Participants can begin to learn who they are by describing themselves to another. Participants are asked to pair-up. One of the participants is asked to role-play a biographer who is writing the life story of the other. The biographer is given 20 minutes to conduct his interview. The roles are then switched.

Forms of Communication.
The counselor may find it useful to lead a group discussion on the subject of feedback. *Feedback* is a way of helping another person to consider changing his behavior. It is communication to a person which gives that person information about how he affects others. Feedback helps an individual to keep his behavior "on target."

Some Criteria for Useful Feedback:

> It is descriptive rather than evaluative. Avoiding evaluative language reduces the need of the individual to react defensively. The participant should be asked what he saw and felt objectively.
>
> It is specific rather than general. To be told by a counselor that a participant is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue, you did not listen to what others said, and I felt forced to accept your arguments or face attack from you. I did not feel comfortable."
>
> It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.
>
> It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.
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> It is solicited, rather than imposed. Feedback is most useful when the receiver himself has
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> It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.
>
> It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.
>
> It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior is exhibited.
>
> It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds with what the sender has in mind.
>
> When feedback is given in a training group, both giver and receiver have the opportunity to check with others in the group the accuracy of the feedback. Counselors should ask participants: "Is this one person's impression or is the impression shared by others?"

Feedback, then, is a way of giving help. It is a corrective mechanism for the individual who wants to learn how well his behavior matches his intentions. And it is a means for establishing one's identity—for answering, "Who am I?"

Free at Last.
The objective of this exercise is to test the trust-level, openness, honesty, and freedom-of-action of a group. It is a fairly advanced preliminary exercise, and should not be used until participants are already acquainted. Participants are told to express a feeling that they had for another participant. They do this by moving their chairs, going to that participant, and telling the participant what they feel about him.

Name Go-Round
This exercise is similar to the Animal Name-Game. Participants give their names and identify something which they hate: a movie, a book, a song, a TV program, etc.. Any exercise which gets participants to give their names and some other piece of information is helpful as an introductory technique.

One-Word Description Games.
Participants are asked to give one-word descriptions such as:

My neighbor is ______________________________
Other people are____________________________
JOBS NOW is________________________________
I like people who are_________________________
People need__________________________________

Counselors can construct a sentence completion set around anything which they think will be useful to the group. A variation of the above which is useful in providing an initial glimpse into a participant's self-concept, is as follows:

I am
1 ____
2 ____
3 ____

My parents wanted me to be:
1 ____
2 ____
3 ____

I want my children to be:
1 ____
2 ____
3 ____

Pantomime.
Volunteers from the group act-out a pantomime about their favorite pastimes. The other members of the group try to determine what action the pantomimist is depicting. The volunteer receives practice in being before a group, practice in non-verbal communication, and a chance to act out his favorite pastime. Other members become more aware of the individual who is acting-out, and learn to focus on and analyze a life-like situation.

Personal Heart.
This exercise allows the group to get the additional information that it wants about individual members. Certain members interview an individual in fro the group. The interviewers make-up the ques There is no limit to the questions. The counse subject to being interviewed. This technique p particularly effective when the group displa distrust of some members. In the beginning o cycle, it is often the counselor whom the g distrusts.

Selection Game.
The counselor asks each participant a question answer to which must include a naming of an participant. Questions might include:

"If you were working, who would you like boss to be?"

"Who would you like as an assistant?"

"Who would you pick to go on a vacation wi

Who Are You?
Members of the group are asked by the counsel identify, present, and explain themselves befor group. Groups become more aware of their mem and learn better how to freely verbalize feelings.

II. EXERCISES FOR PROMOTING GROUP INTERACTION

Some of these exercises are the same as used to get participants acquainted. Emphasis is p here on getting groups to "look into" the g process, and to identify problems that emerge f it.

EXCERCISES

The Biography Exercise.
(See page 49 for a description of this exercise.)

Brainstorming.

Certain members interview an individual in front of the group. The interviewers make-up the questions. There is no limit to the questions. The counselor is subject to being interviewed. This technique proves particularly effective when the group displays a distrust of some members. In the beginning of the cycle, it is often the counselor whom the group distrusts.

Selection Game.
The counselor asks each participant a question, the answer to which must include a naming of another participant. Questions might include:

"If you were working, who would you like your boss to be?"

"Who would you like as an assistant?"

"Who would you pick to go on a vacation with?"

Who Are You?
Members of the group are asked by the counselor to identify, present, and explain themselves before the group. Groups become more aware of their members, and learn better how to freely verbalize feelings.

II. EXERCISES FOR PROMOTING GROUP INTERACTION

Some of these exercises are the same as those used to get participants acquainted. Emphasis is placed here on getting groups to "look into" the group process, and to identify problems that emerge from it.

EXCERCISES

The Biography Exercise.
(See page 49 for a description of this exercise.)

Brainstorming.
Sub-group membership here is generally no more than five (5) participants. The best five (5) solutions to a common problem are identified. Each is discussed until the best solution is identified.

The Dating-Game.
This technique is merely an adaptation of the TV game. Its purpose is to get the group involved, and to provide a release for flirtations. This technique is also valuable in revealing the personality of the questioner and the persons being questioned. It has the advantage of being a technique with which many of the participants are familiar.

To begin this exercise, you need a partition to seperate one member of the group from the rest of the group. This member is placed behind the partition so that he cannot see the rest of the group. Three members of the opposite sex are picked from the group to be asked questions. They are given the numbers one, two, and three. The person behind the partition then questions one, two, and three in an attempt to decide which one he would like to go out with. After a limited number of questions, he is then asked to make a choice. The results of this technique are many. Among them are a discussion of what a man looks for in a woman and vice versa, involvement of the participants in a game which they have seen acted out by "stars,' and a discussion of why personality makes a difference if one cannot see appearance.

Direction Game.
Two volunteers are selected out of the group. One volunteer faces a blackboard, and the other is given an abstract drawing to describe to him. The participant at the blackboard attempts to reproduce the drawing the other volunteer is holding by following the directions he is given. After a drawing is made, the group deals with: "Why aren't the drawings the same? What difficulties are there in following directions? How are following directions made easier?"

Drawing a Word.

This technique promotes group involvement, group competition, and individual imagination. The group is divided into two groups. Each group is then given a sheet of paper, a pencil, and asked to appoint an "artist." Each of the "artists" then is given a word by the counselor so that they both know the word, but no one else in their group does. The artist then returns to his group and attempts to "draw the word"—represent the word with a picture. The first group to guess the word from the picture their "artist" is drawing gets a point. Each group then appoints a new "artist" and is given a new word until one team gets ten (10) points. It is usually better to start with words like table, chair, etc. and move to love, hate, sadness, etc. The value of this technique lies in its getting groups involved in cooperative effort, and in promoting imagination in representing concrete and abstract concepts.

Drifting.

This is a technique to use when a group is getting disorganized and needs a chance to stop and think. The goal is to get participants to "tune out" others and to concentrate on themselves and their own thoughts. Counselors use this exercise when participants become unruly, confused, or tired. The rules are these: No verbal or non-verbal communication with others is allowed, no writing, reading, or loud noise-making. Participants can get up and move about as they please — they "drift" for five (5) to fifteen (15) minutes. Participants get a chance to concentrate on themselves, and to experience a feeling of isolation in a group setting. Discussion after the exercise should center on experiences the participants had during drifting, and their difficulties in following the rules.

Encounter.

Participants are paired-up and perform the exercise in front of the group. Participants begin at opposite ends of the room. They are asked to establish eye-contact and to move towards one another until they no longer feel comfortable. At their particular "comfort distance," they make a complete circle of one another and then back off, maintaining eye contact all the while until they are at the point from which they started.

There are two ways in which the counselor can obtain feedback from this exercise. He can ask for feedback after each encounter from those who have performed the exercise and from the group who have witnessed it, or he can have the entire group go through the exercise and then open it up to general discussion. The counselor should focus the discussion on how every movement, gesture, pace, tone, etc., is communicative.

Eye-Contact.

The counselor tells participants, "I would like you to pair up, put your hands on your neighbor's shoulders, and stand at arm's length apart. Establish eye-contact and consciously attempt to communicate with your eyes alone. Do not talk. Do this for as long as you care to."

Normally, everyone stops this exercise within a few minutes. The counselor then asks the participants how they felt during the exercise. The counselor should guide the discussion into one about how humans communicate with their eyes. The group should be asked for all of the colloquial expressions we use in our society to describe eye communication such as "moon-eyed," "flinty-eyed," "hard-eyed," and slinky-eyed." All folk sayings which relate to eye communication should be discussed. In addition, folk beliefs about the guilty being unable to look one in the eye should be discussed.

Free at Last.

(For description of this exercise, see page thirty-one (49).

Insulting the Group.

When a group is unusually inactive, or unreceptive, it proves helpful for the counselor to insult the group. "I don't know about you, but I'm bored. Who else
feels there are a lot of
do you feel like me?"
great deal of group intera

Jury.

This is a way of dealing
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Listening to Records.

Participants are very lik
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Make a List.

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Making Analogies.

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ally inactive, or unreceptive, it
counselor to insult the group.
you, but I'm bored. Who else

feels there are a lot of uncool people in here? John, do you feel like me?" This invariably promotes a great deal of group interaction.

Jury.
This is a way of dealing with deviant members of the group. A mock-court is set up to hold trial for members of the group who are having difficulty in conforming to the group norms.

Listening to Records.
Participants are very likely to respond when asked about what they liked and did not like about records they have heard. Listening to records or watching a movie is used when participants are unresponsive or tired of more arduous exercises.

Make a List.
The counselor separates the group into two (2) or more teams. Teams are given a question and asked to list as many solutions as possible. Questions might include: "How would you hold a job?" or "How would you change your neighborhood?" The object is to get as many solutions as possible, without worrying about practicality or possibility. The team with the most solutions wins. Then, the various solutions are discussed, debated, and criticized by the entire group.

Making Analogies.
As frequently as possible, counselors should make analogies to the work situation. Above all, participants must be continually made aware of the practical applications of exercises, both in their private lives and on the job. Following are some sample analogy-questions which we have used.

Living in the ghetto is like____________________
Being in jail is like____________________
Talking to white people is like____________________
Finding one hundred dollars is like____________________
Taking a test is like____________________

Another analogical technique is to break the group down into three (3) smaller groups and ask them to represent what their group is like in a drawing, or some other kind of construct. Each group explains why its group is like the representation. The other two (2) groups criticize and analyze their construct.

Observation.
Participants and/or the counselor can act as an observer to describe what is going on in the group. "A is more active than B. C is sleeping. D is angry with E." This, like another exercise in this section, is used to promote participation. Ordinarily, participants mentioned respond openly.

Opinion Seeking.
Participants are asked their opinions on anything that is happening in the group. They can either relate their opinions verbally or pantomime them.

Poetry Interpretation.
A poem is read and participants are asked to respond. Many participants are eager to write, read, and discuss their own poems. This is helpful in making interpretation more personally provocative. Abstract art can also be useful as a subject for interpretation.

Problem Solving.
A hypothetical problem-situation is identified by the counselor, and participants are asked to solve it. It is beneficial if the counselor suggests a home problem, or a problem participants might encounter on the job. For example, "You are working. You know you are working very hard. Your punctuality, attendance, and attention are all very good. However, your supervisor is always on your back. What do you do? Do you punch him in the nose? Do you walk off the job? Or do you talk to him about the problem, insisting to know what is wrong? Do you go to the top man?"

Project.
The project exercise consists of constructing a physical entity such as a collage, a mobile or a paper tower, etc. The group is broken down into smaller groups of at least three (3) members. One member acts as an observer. Explain that the project will be judged on criteria agreed-upon by the group. At the end of the construction period, discussion is held around topics such as teamwork, cooperation, competition, leadership, creativity, etc. Observers provide information on how the various groups worked together to get the job done.

Proximity Exercise.
The counselor begins this exercise by asking participants to pair-up and stand about ten (10) feet apart, facing each other in two rows. One row is asked to stand in a stationary position while the other row moves. The participants are asked to establish eye contact. The row of people who have been given the freedom to move, moves toward the people who were instructed to remain stationary. The movers are told to stop when they no longer feel comfortable moving towards the person with whom they have eye contact. The participants are asked to note at exactly what distance they stopped their forward movement. The movers then return to their original position, and the people who have been stationary repeat the exercise as movers.

The counselor begins the discussion by speaking of Hall's idea that cultures and individuals vary greatly in the degree to which proximity or closeness of others is tolerated. Hall feels that all people are as though they were encapsulated in a bubble. Normal distance for conversation in American society is arm's length. If the group is typical, it will be noted that the majority of participants did, in fact, stop at arm's length. Intimacy-distance in American society is normally elbow distance. The counselor should guide the discussion toward reflecting upon the colloquial expressions which pertain to distance-control in human relations. Such expressions as "he keeps everyone at arm's length," "You're crowding me," "I need elbow room," and so on can be focused upon. Frequently, the exercise will lead into a discussion of closeness in interpersonal relations and how likes and dislikes are expressed in the ways in which participants control space.

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Scale.
The counselor sets a scale of leadership and involvement ranging from greatest to least. The names of the participants are placed on this scale. The group then analyzes why members are placed where they are. Often, strong discussions are provoked. It was found that scaling allows participants to become more aware of leadership and participation roles, and of conflicts between members of the group who are vying for positions on the scale.

III. EXERCISES FOR WORKING WITH GROUP AND INDIVIDUAL PROBLEMS

Counselors must expect some participants to resist group formation and development. These exercises are intended to help solve problems which hamper group development and which return members to the status of individuals without a group frame-of-reference. Many of the exercises indicated in the previous sections, "Techniques for Promoting Group Interaction" can be used when some remedial actions are necessary.

EXERCISES

Alter-Egos.
The counselor provides input on the subject of empathy, participating in the feelings and ideas of another. Participants are positioned to make two circles, one inner and one outer. For every participant in the inner circle, there is a participant in the outer circle who is his "alter ego and observer." The inner circle is involved in a discussion. The outer circle observes. After discussion is ended, alter egos try to recreate what their partners in the inner circle were experiencing during discussion. Roles are then reversed and a new situation discussed..

Employment Grouping.
One (1) group is selected as an employer and three

(3) to five (5) members are selected as applicants. "Appplicants" sit behind a blackboard, and the "employer" sits on the other side of it. Employers interview applicants, asking questions pertinent to employment. The total group then discusses the interview.

Future Exercise.
This exercise is designed to give the participant perspective on his life. The counselor tells participants that human behavior is structured on plans and aspirations. The existentialist notion of a "life project" is discussed. Participants are asked to fill in the following:

Today's Date:	*1 Year From Now:*
My age	My age
Occupation	Occupation
Income	Income
Education	Education
Family and Home	Family and Home
Goals	Goals
Happiness	Happiness

5 Years From Now:	*20 Years From Now:*
My age	My age
Occupation	Occupation
Income	Income
Education	Education
Family and Home	Family and Home
Goals	Goals
Happiness	Happiness

Participants are then assembled into a group, and asked to share their responses. Responsibility, freedom, employment, and self-determination are discussed.

Group Analysis.
The counselor discusses with the group what has taken place during the training. He talks of what the changing patterns of leadership have been, and of whom has participated and why. Each group member is rated on scales of acceptance, participation, and leadership. The scale-position of members is discussed and analyzed. Participants are encouraged to evaluate themselves and others. They should be made to see clearly that many changes have been occurring in the group and in themselves. They should be asked what is a group? Who in the group is an active member? and who is not?

Jury.
(For description of this exercise, see page 35.)

Listening Exercise.
The counselor tells, participants: "I want you, for the next five (5) minutes, to make a tally of every different sound you hear. Do not count any sound more than once." When the exercise is completed, all of the participants are asked for their tallies. The instructor may use a curve on a board to indicate the performance of the whole group. Usually, the range is quite broad, from four (4) to twenty (20) tallies. Frequently, those with low tallies challenge those with high tallies, demanding to know just what it was that the high scorers heard. The counselor should guide discussion in the direction of talk about sensitivity in general. It has been found that participants may adopt a generally competitive attitude during this exercise. A kind of "who's the sharpest here?" attitude may develop. The exercise frequently serves to make participants sensitive to their surroundings, and begin then to work harder at "being aware."

Rogers' Listening Exercise.
The purpose of this exercise is to give participants a new experience that shows them how well they hear and understand conversation in which they participate. It is an attempt to show how difficult accurate communication is. Participants are paired-up and asked to discuss a position they have taken on an issue, such as getting a job. There is only one basic rule which must be followed. One person is the talker; the other is the listener. The discussion cannot

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Discussion after the exercise might center around:

1. Was it easy or difficult for you to repeat what your partner said?

2. Did you concentrate on his ideas, or did you find yourself thinking of your own point of view?

3. What have you learned about talking to someone else?

4. What have you learned about listening to someone else?

5. What have you learned that will be helpful on the job?

Role and Membership.
The purpose of this exercise is to help participants to see their positions in relationship to other people in society. It can also help them to understand some of their reactions in work or social situations. Each participant is asked to list all of the groups of which he is a member. Normally, someone asks, "what do you mean by group membership?" Everyone is told to define membership as he wishes. Participants are then asked the number of groups they have named. The counselor focuses the ensuing discussion on what it means to be a member of a group, and what it means to be a part of a work-group. Participants are then asked to define their roles in those groups. Ask participants: "would you be sorry if you could no longer play this role or have this membership?" Counselors should try to steer the discussion to roles assumed in employment, such as supervisor and worker.

Role-Playing.

This technique is used to sensitize individuals to the roles of others. It is used to practice difficult situations in a setting where there is an opportunity for being experimental, to find alternatives, for reaching the same goal, and to analyze a situation which would be difficult to study under normal conditions. The counselor creates a hypothetical situation where communication is crucial, such as a situation involving a supervisor on the job and an habitually absent worker. One participant is the worker, and one is the supervisor. The situation is given a setting, such as in the home or in the factory. After the actors have taken part in a short scene, the roles are reversed. Then other actors are chosen, and the situation is re-enacted. The other members of the group are asked to comment on and discuss the role-playing situation. When a group is having difficulty with a certain life situation, such as parents, a role-playing situation around that problem can be designed.

Role Reversal.

"Role Reversal" is a means of getting individual members of the group to act-out their impressions of other members of the group, and to have each member see how another member sees him. Each member of the group acts as if he was some other member of the group for a specified length of time. During this time, participants try to act as much as possible like that other member. At the end of the time period, a discussion begins on why certain

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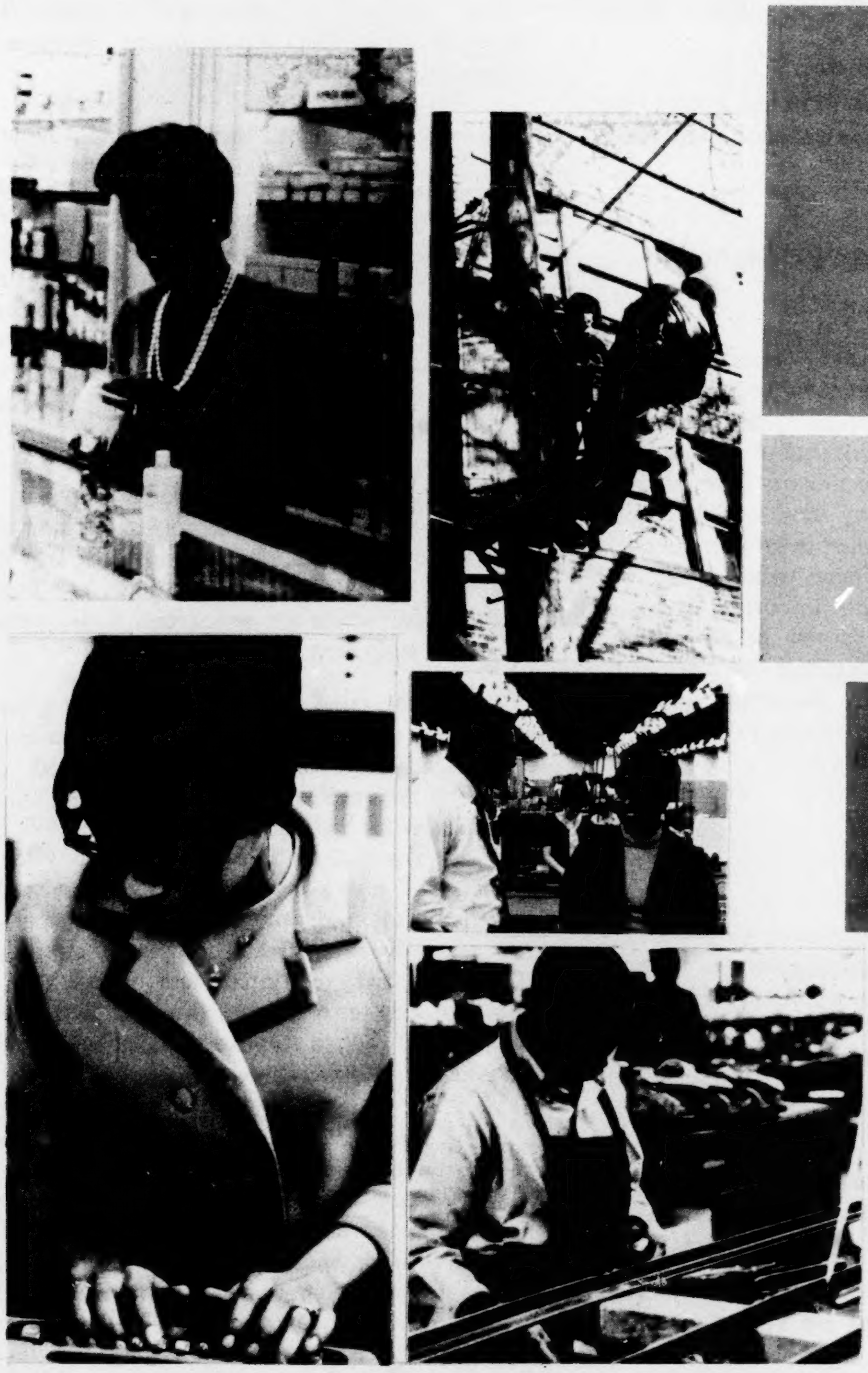
Scale.
(For description of this exercise, see page 52.)

*See JOBS NOW Project, First Year Report, Volume E, "Documentation and Analysis."



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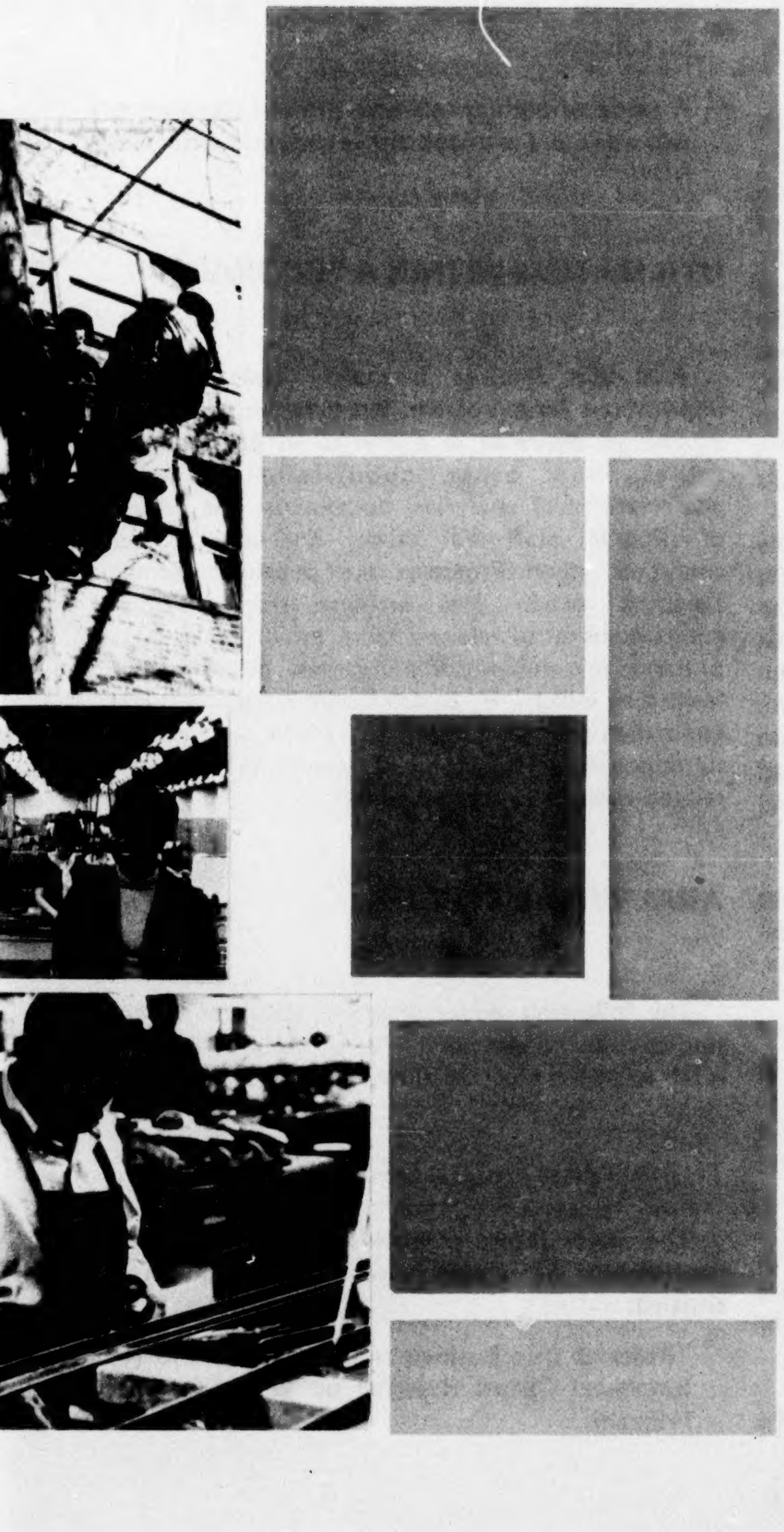

SECTION V ANALYSIS AND EVALUATION

TABLE OF CONTENTS

Introduction 58

Utilization Within A Program 58

Analytical Studies 58

  The Advantages Of High Support 58

  Employment Testing 62

  Orientation 62

  Managerial Training As It Relates To The Disadvantaged 62

Statistical Summary 63

Developing An Automated Reporting System 69

INTRODUCTION

During the first two (2) years of operation, JOBS NOW experienced an ever-increasing need for relevant data. In the first year, a method of data collection and documentation was developed by the Office of Program Analysis, and statistical summaries were produced.* However, this office was frequently called upon to clarify concerns which went beyond the information available. Consequently, more sophisticated techniques for examining problems, manipulating data, and analyzing information were instituted. Efforts to document *what* was happening were expanded to include *why* events occurred as they did.

At the outset of JOBS NOW's second year, the Central Information Office was added to the program. This office was solely responsible for the collection of demographic data, and for the coordination of follow-up and feedback on participants who had been enrolled in the program. Periodic statistical summaries on participant data were produced by this office. Principal studies carried out by the Office of Analysis, Evaluation, and Utilization included such areas as:

> The participation of business and industry and their opinions of JOBS NOW staff and the referral and employment services provided by JOBS NOW.
>
> The relationship of particular high support provisions to job retention.
>
> The kind and amount of effort being made by firms which were successful in the orientation and supervision of JOBS NOW participants.
>
> An examination of conditions existing with participants who were terminated before completing orientation, referred and not hired, or never referred.
>
> A determination of the predictive validity of the Wonderlic Personnel Test for JOBS NO participants.
>
> A study of participants who did not complete th two-week pre-employment orientation with JOBS NOW.

UTILIZATION WITHIN A PROGRAM

Analytical findings frequently hold importan implications for a program. Yet these implications ar sometimes obscured in a myriad of graphs, charts tables, and other quantitative expression characteristic of analytical documents. The majorit of program staff will simply not wade throug analytical jargon. Programs must develop systems o feedback which will increase readability an comprehension of relevant facts. Important is the us of narrative summaries free of jargon and presented i language which is understandable to all staf Information pertinent to particular progra functions or staff components should, in addition, b related verbally to those involved.

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THE ADVANTAGES OF HIGH SUPPORT

The major pieces of analysis in the area of th relationships of high support to job retention ar entitled:

"Research Into Business and Industrial Firms Tha Employed Clients Referred by The JOBS NO Program."

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*See *JOBS NOW Project, First Year Report, Volume E, "Documentation and Analysis."*

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"Research Into Business and Industrial Firms That Employed Clients Referred by The JOBS NOW Program."

"The Effect of Employer Concern—'High Support'—On The Employment Success of Inner-City Youth "

"Research Into Clients Who Enter Employment."

During the first year of JOBS NOW, the project asked employers to develop special provisions for the disadvantaged youth who were placed into jobs. These provisions were called high support. (For a list of high support provisions, see Section II, "Employer Involvement," page 22 of this report.) JOBS NOW sought to determine the relationship of high support to job retention. At the time, the project had placed over one thousand (1000) disadvantaged youths into about two hundred (200) companies. There was very little difference between participants who had successfully held jobs in these companies and those who had quit. Industries represented by these companies included durable and non-durable manufacturing, wholesale and retail trade, services, finance, and insurance.

JOBS NOW rated high support systems within companies as to the numbers and types of provisions instituted. There was very definite and clear relationship between job retention and high support. Companies with high support systems rated best, those with more than eight (8) provisions for the disadvantaged, had a retention rate of seventy-three per cent (73%), and only a twenty-seven per cent (27%) turnover rate. Those companies rated poor, those that had instituted less than three (3) provisions, had a *retention* rate of twenty seven percent (27%), and a *turnover* rate of seventy-three per cent (73%). An exact reversal.

On every study, a perfect one-to-one relationship between the provision of high support and a high rate of job-retention was discovered. Throughout, one variable emerged as the most reliable predictor of success in employment among the disadvantaged participants: a company's success in developing high support provisions for hiring, orienting, and supervising these inner-city youth.

TABLE: 1 JOB RETENTION AND HIGH SUPPORT

High Support Rating	*Provisions Instituted*	*Rank*	*Retention Proportion*	*Rank*
Most	More than 8	1	.727	1
Some	6-8	2	.443	2
Little	3-5	3	.390	3
Least	Less than 3	4	.268	4

TABLE: 2 A COMPARISON OF PARTICIPANTS UNSUCCESSFUL AND SUCCESSFUL IN EMPLOYMENT

	Unsuccessful	*Successful*
Sex:	Male (72%)	Male (81%)
Average Age:	18.6 years	18.7 years
Education Average:	10.0 grade	10.8 grade
IQ Average:	94	96
IQ Range:	60 - 120	70 - 120
Marital Status:	Single-99%	Single-98%
Police Record:	66%	53%
No. of Jobs Before Entering JOBS NOW:	4 (aver.)	3+ (aver.)
Time in Previous Employment:	3+ months (aver.)	5+ months (aver.)
First JOBS NOW Placement	83%	73%

Degrees Of High Support:

Very Much	12%- - - - - - - - - -44%
Some	28%- - - - - - - - - -47%
Very Little	41%- - - - - - - - - - 9%
None	19%- - - - - - - - - - 0%

Among all high support provisions, some emerged as more important to job-success than others. The most important provisions were:

1. Consultation between JOBS NOW staff and the disadvantaged employee.
2. The employer's working with JOBS NOW staff in the improvement of an employee's performance.
2. The company's consulting with JOBS NOW before taking punitive action against the employee.
4. Extending periods of orientation and training.

SUPPORT

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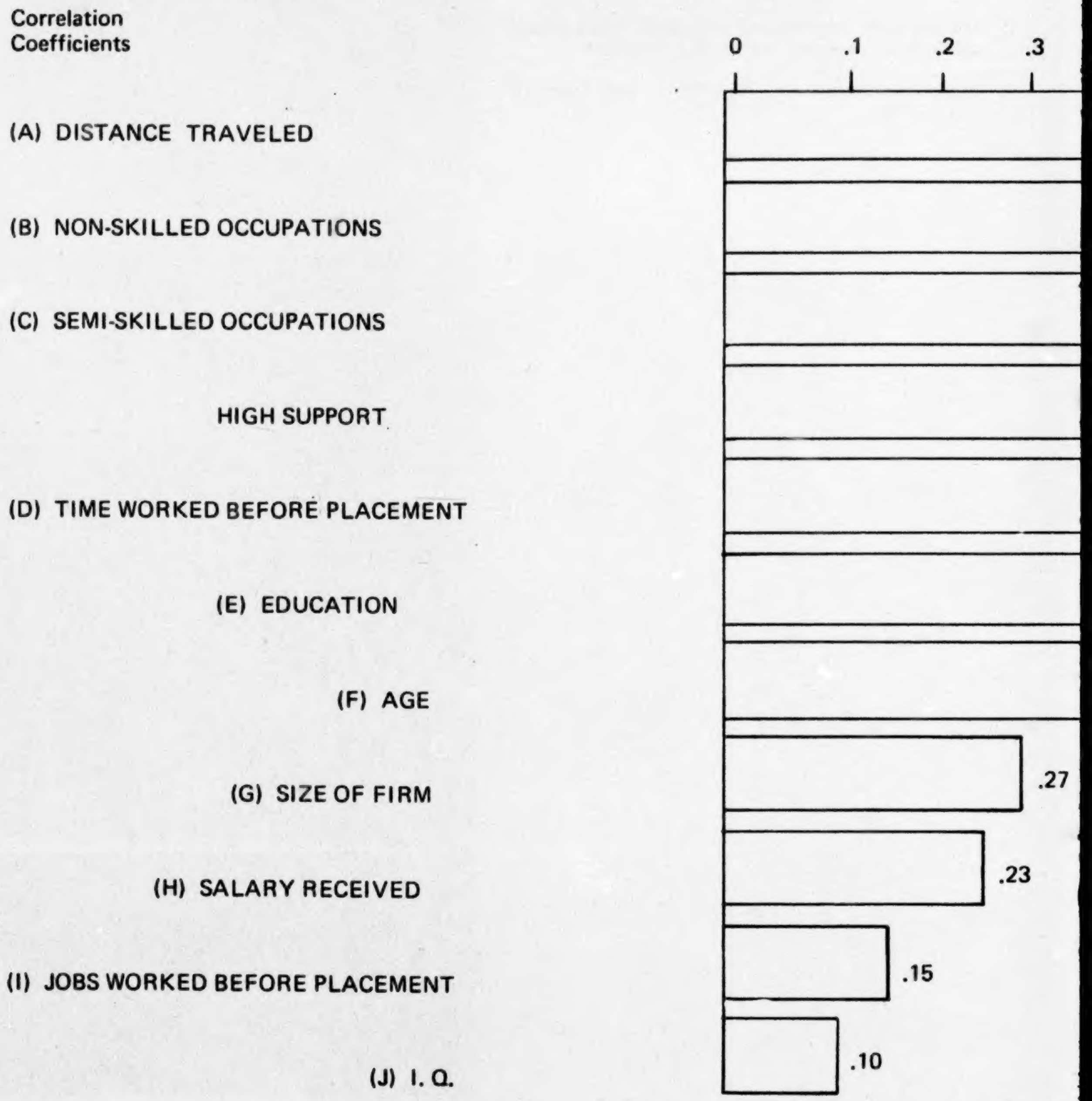
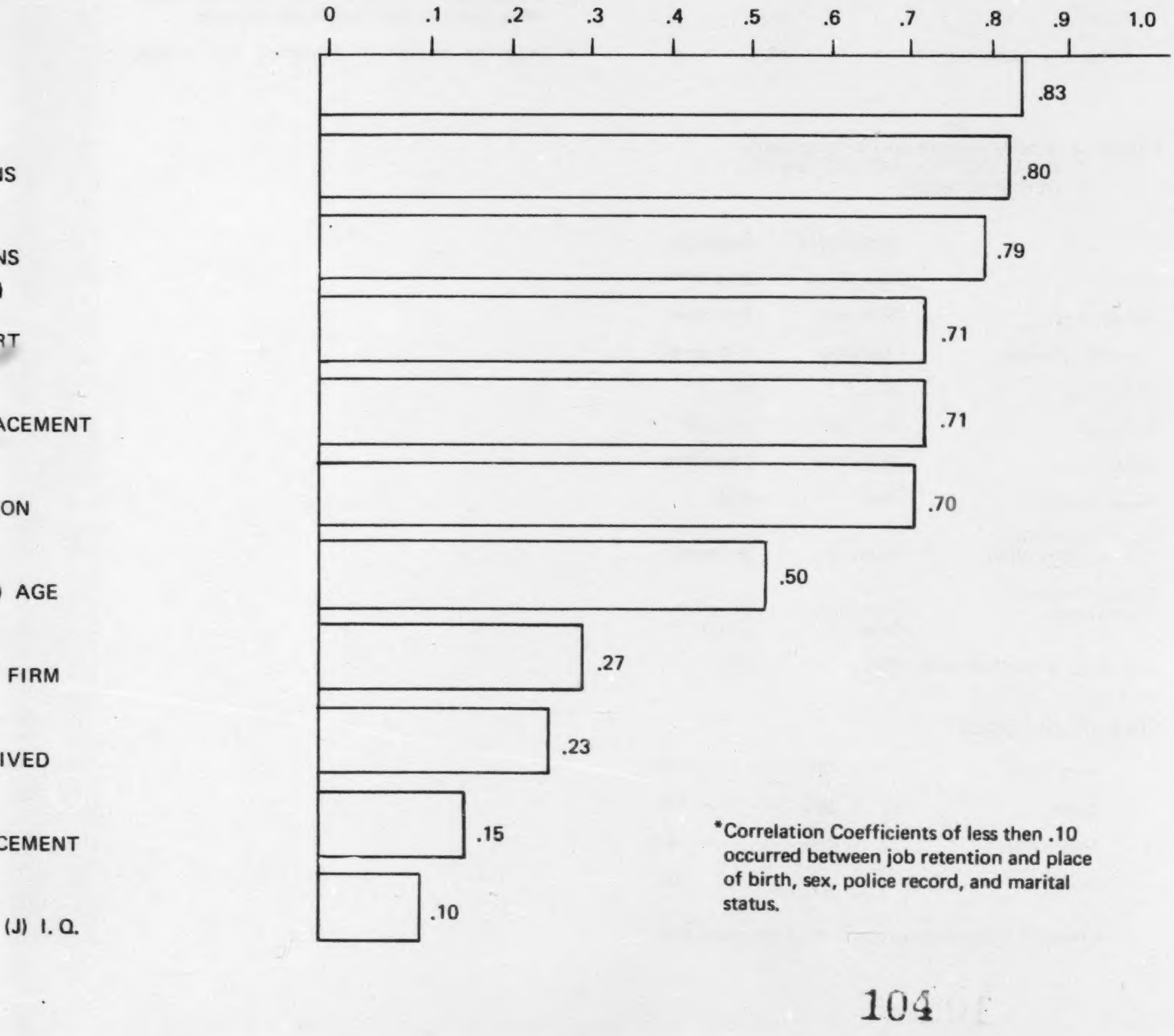
FIGURE 1 VARIABLES CORRELATED WITH SUCCESS IN EMPLOYMENT*

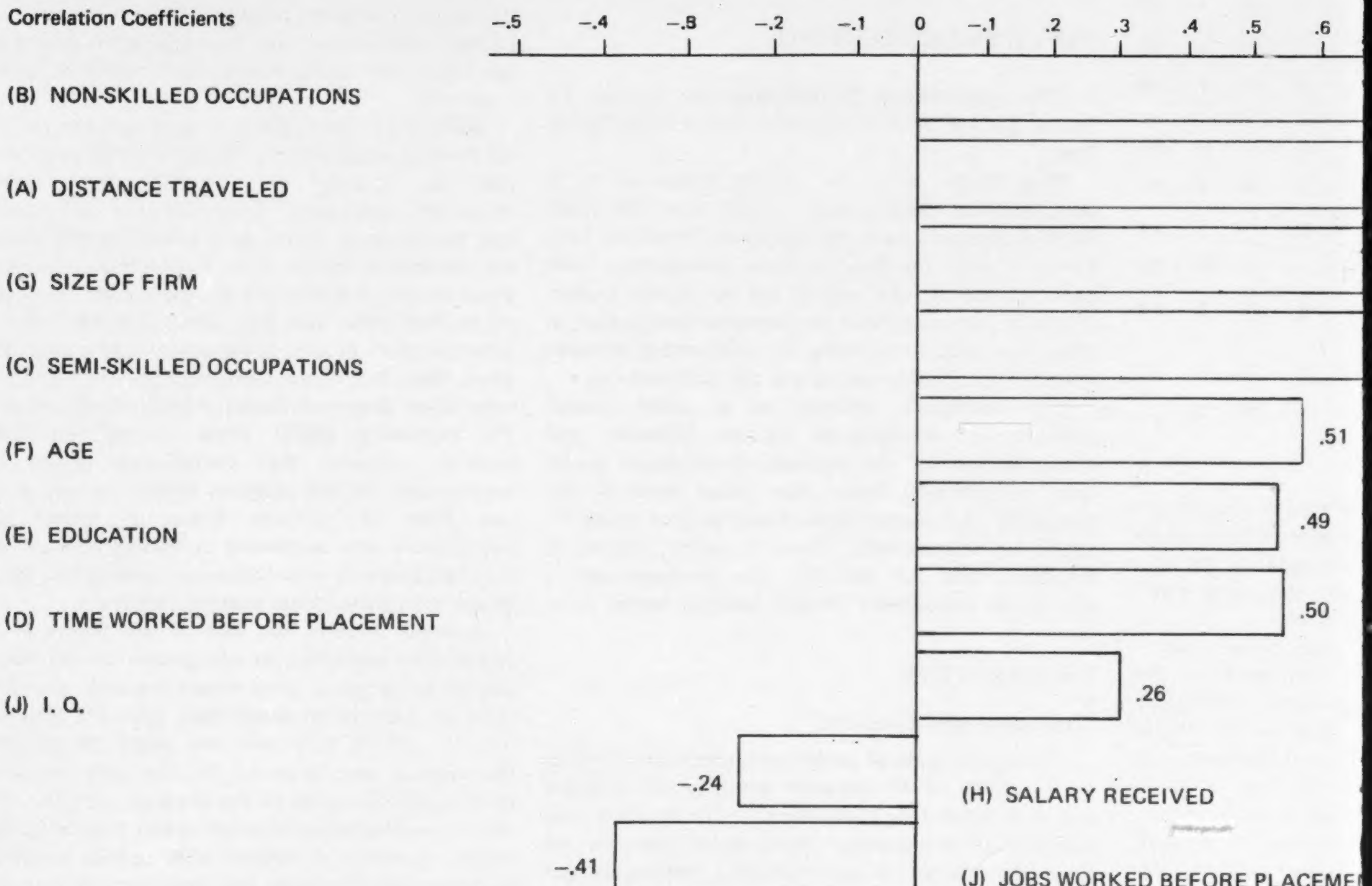


LATED WITH SUCCESS IN EMPLOYMENT*



*Correlation Coefficients of less then .10 occurred between job retention and place of birth, sex, police record, and marital status.

FIGURE 2. CORRELATION OF VARIABLES A – J OF FIGURE 1 WITH COMPANY HIGH SUPPORT



RE 1 WITH COMPANY HIGH SUPPORT

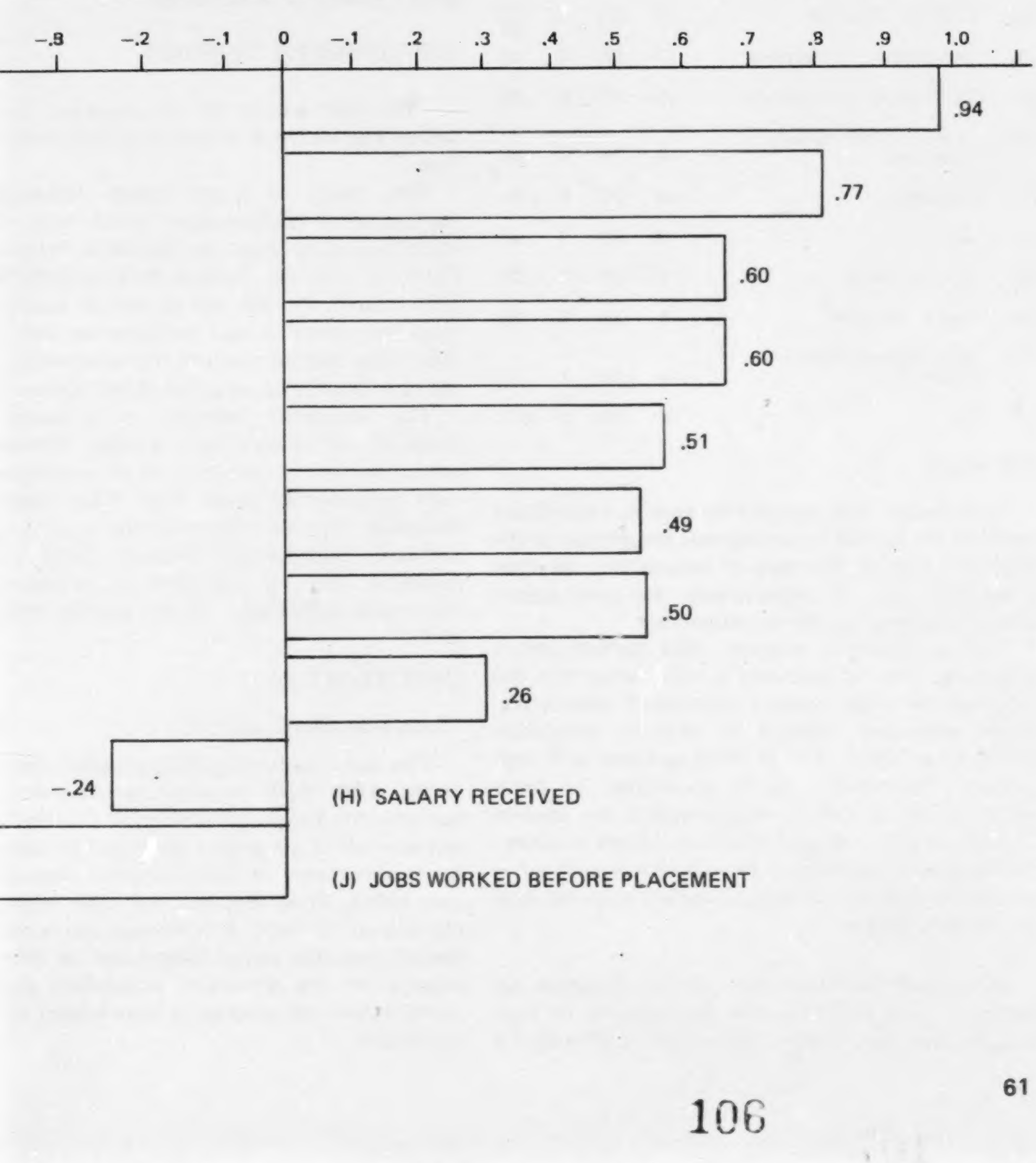


TABLE: 3 RANK ORDER OF VARIABLES BEFORE AND AFTER COMPANY HIGH SUPPORT IS ELIMINATED STATISTICALLY FROM THE STUDY

Variable		*BEFORE RANK*		*AFTER RANK*	
(A)	Distance Traveled	1	.83	2	.63
(B)	Non-Skilled Occupations	2	.80	5	.55
(C)	Semi-Skilled Occupations	3	.79	6	.46
(D)	Time Worked Before Placement	4	.71	4	.58
(E)	Education	5	.70	9	–.01
(F)	Age	6	.50	7	.24
(G)	Size of Firm	7	.27	10	–.28
(H)	Salary Received	8	.23	3	.59
(I)	Jobs Worked Before Placement	9	.15	1	.70
(J)	IQ	10	.10	8	.12

Discussion

Importantly high support emerges as a significant factor in the success of participants irrespective of the distance traveled, the type of occupation, the time previously spent in employment, the participant's educational level, or the size of the firm.

Factors of salary received, jobs worked before placement, and IQ *increased* in importance with the influence of high support eliminated statistically. There were low positive to negative correlation coefficients (.26 / -.41) of those variables with high support. The more positive correlation of those variables with success in employment in the absence of high support indicates that *such factors as salary, previous work experience, and IQ are more critical to success in employment when company high supports are not in evidence.*

It was also established that a firm's willingness and ability to participate in the development of high support was very highly correlated (+.9) with its positive impressions about the kinds and amounts of service provided by JOBS NOW staff. A program staff that is able to relate successfully with a company to influence that company to develop and maintain high support will, in turn, result in lowered rates of employee attrition, reduced operational costs, and greater profits for the company.

EMPLOYMENT TESTING

"The relationship Of Employment Success To Scores Earned On A Verbal And Non-Verbal Ability Test."

This study as a six month follow-up of a population of disadvantaged youth from the JOBS NOW Project to whom the Wonderlic Personnel Test, Form A, and the Revised Beta examination were administered. At the end of the six month period, employers provided work performance ratings that, in turn, were used to quantify the relationship between the participant's job success and test achievement.

The Wonderlic emerged as a better overall predictor of employment success. *However, test scores earned by the successfully-employed group were considerably lower than those listed in the Wonderlic Test Manual as minimum passing scores for particular occupations.* There is some indication, therefore, that for use with the disadvantaged, a downward adjustment of the passing scores is in order.

ORIENTATION

"Drop-Outs Who Drop-Out"

This was a study of participants who were enrolled in the JOBS NOW two-week employment program but who left before completing it. For the first year and one-half of the project, there was an attrition rate from orientation of approximately twenty-six per cent (26%). Many drop-outs left after attending one (1) or two (2) days. A follow-up was conducted to identify possible causal factors and to determine if reasons for the premature separations were to be found within the program or were related to external conditions.

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	RANK
2	.63
5	.55
6	.46
4	.58
9	−.01
7	.24
10	−.28
3	.59
1	.70
8	.12

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Of those participants who dropped out of orientation, twenty-four per cent (24%) entered completely uninformed or misinformed about the program. Although the remaining seventy-six per cent (76%) knew that JOBS NOW had "something to do with employment," only thirty-two per cent (32%) understood positively that employment followed a two-week orientation program. This led the project to increase pre-referral and pre-registration orientation to potential participants and referral agency personnel.

Seventy per cent (70%) of drop-outs left for eight (8) reasons ranging from "found another program or job" to "drafted or arrested," and "training allowance inadequate." Thirty per cent (30%) did not like the program. Forty-six per cent (46%) liked all the orientation classes. The overwhelming majority of those interviewed who left to attend another program or to find their own job, either did not enter the other program or job, or remained only a short time when they did. Only thirty-two per cent (32%) of orientation drop-outs were currently employed, while the remaining (68%) were unemployed. Other analysis indicated that participants placed into employment by the program tended to stay in that job with or without follow-up longer than participants who succeeded in finding jobs on their own; participants with follow-up remained on the job longer than participants without follow-up.

A major finding was that of the fifty per cent (50%) who identified an occupation for the future, almost all selected areas which required specialized skills or training for which they were not preparing, nor for which they laid any plans of preparing. Participants who drop-out do not only frequently have unrealistic views of the program, but also often have unrealistic views of employment in general. More career planning is needed with special vocational guidance and placement into employment or training areas where the greatest needs and interests can be served.

MANAGERIAL TRAINING AS IT RELATES TO THE DISADVANTAGED

"A Design For Assessing The Effects Of Human Relations Oriented Management Seminars On the Relationship Of Supervisors And Their Subordinates."

This design will be used,, beginning June, 1969, in assessing the effects of EMS and Seminar Center training for supervisors who have particpated in JOBS NOW human relations exposure.

Departments in which problems of an inter-personal nature have been identified are selected for in-service human relations-oriented management training. The firm is asked to provide biographical data about the supervisors in those areas selected. An effort is made to divide the supervisors into two groups which are closely matched on the basis of the information provided. One group is identified as the training or experimental group. The other is the control group, the group that will not receive training.

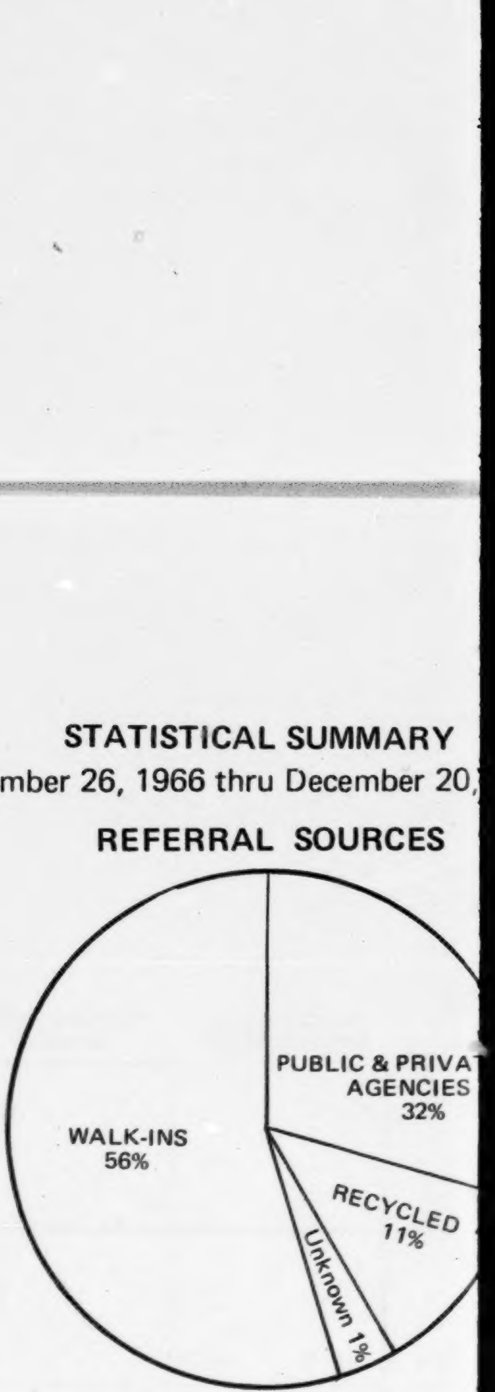
Prior to the training experience the employees, or a representative sample of the employees, are interview using prepared questionnaires asking for the employees' opinions regarding the job behavior and personal traits of the supervisors. After the training has been conducted, the employees are interviewed once again using the same or another form. A comparison is then made to identify any changes that have occurred in the employees' perception of their supervisors.

Each supervisor is also asked to complete a questionnaire at the conclusion of the training which asks him to relate his impressions of the in-puts and the quality of instruction. One's acceptance of such training, it is believed, will influence the extent to which he utilizes and applies the learnings to his job situation.

STATISTICAL SUMMARY

September 26, 1966 thru December 20,

REFERRAL SOURCES



II: DISPOSITIONS

			TERMINA	
SEX	TOTAL	%	#	%
M	3,270	100.0	894	27.3
F	1,784	100.0	313	17.5
TOTAL	5,054	100.0	1,207	23.8

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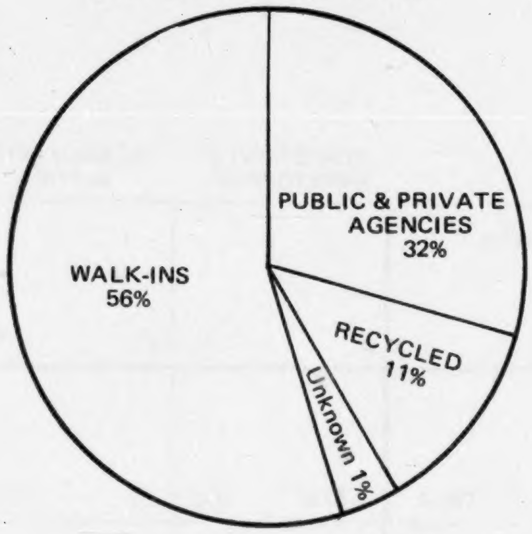


II: DISPOSITIONS

SEX	TOTAL	%	TERMINATED #	%	COMPLETED ORIENTATION #	%
M	3,270	100.0	894	27.3	2,376	72.7
F	1,784	100.0	313	17.5	1,471	82.5
TOTAL	5,054	100.0	1,207	23.8	3,847	76.2

	Completing Orientation		PLACED INTO EMPLOYMENT		PLACED INTO SCHOOL		PLACED INTO OTHER PROGRAM		FOU ON
SEX	TOTAL	%	#	%	#	%	#	%	#
M	2,376	100.0	1,572	66.2	23	1.0	50	2.1	248
F	1,471	100.0	896	61.0	12	.8	17	1.1	109
TOTAL	3,847	100.0	2,468	64.1	35	.9	67	1.7	357

*When refusal persisted most were withdrawn from eligible participants staff was actively engaged in serv

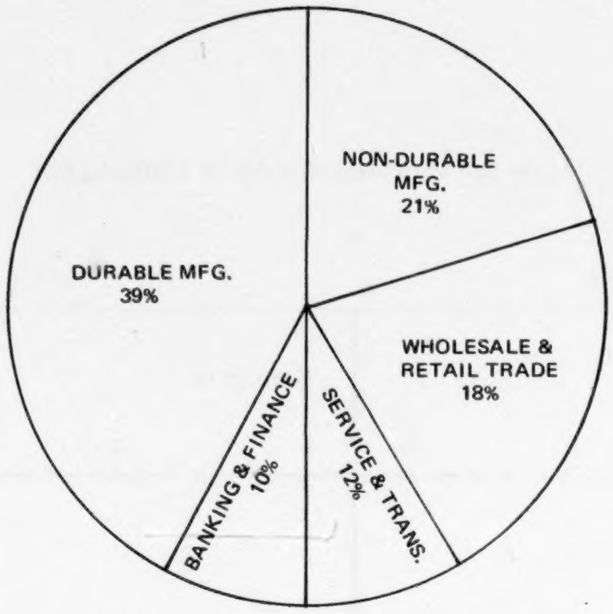
**Dispositions unknown and not serviced. Also includes those who left city, became incarcerated, or cou subsequently withdrawn.

PLACED INTO EMPLOYMENT		PLACED INTO SCHOOL		PLACED INTO OTHER PROGRAM		FOUND JOB ON OWN		ENTERED MILITARY SERV.		REFUSED* SERVICE		OTHER**	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
1,572	66.2	23	1.0	50	2.1	248	10.4	16	.6	323	13.6	144	6.0
896	61.0	12	.8	17	1.1	109	7.4	0	0	100	6.7	337	22.9
2,468	64.1	35	.9	67	1.7	357	9.3	16	.4	423	10.9	481	12.6

wn from eligible participants staff was actively engaged in servicing.

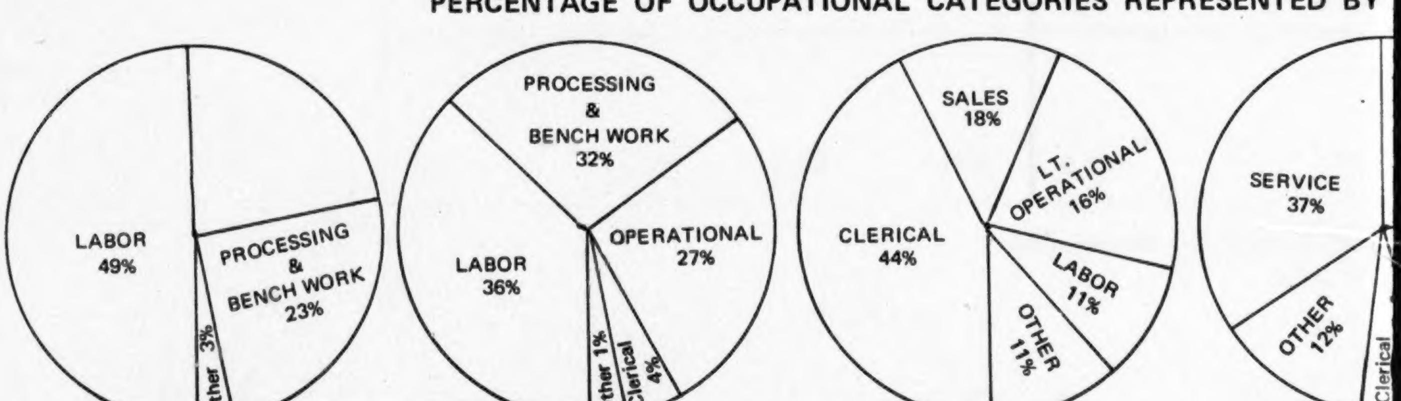
Also includes those who left city, became incarcerated, or could not be serviced for some other reason and were

III: RELATIONSHIP WITH BUSINESS AND INDUSTRY



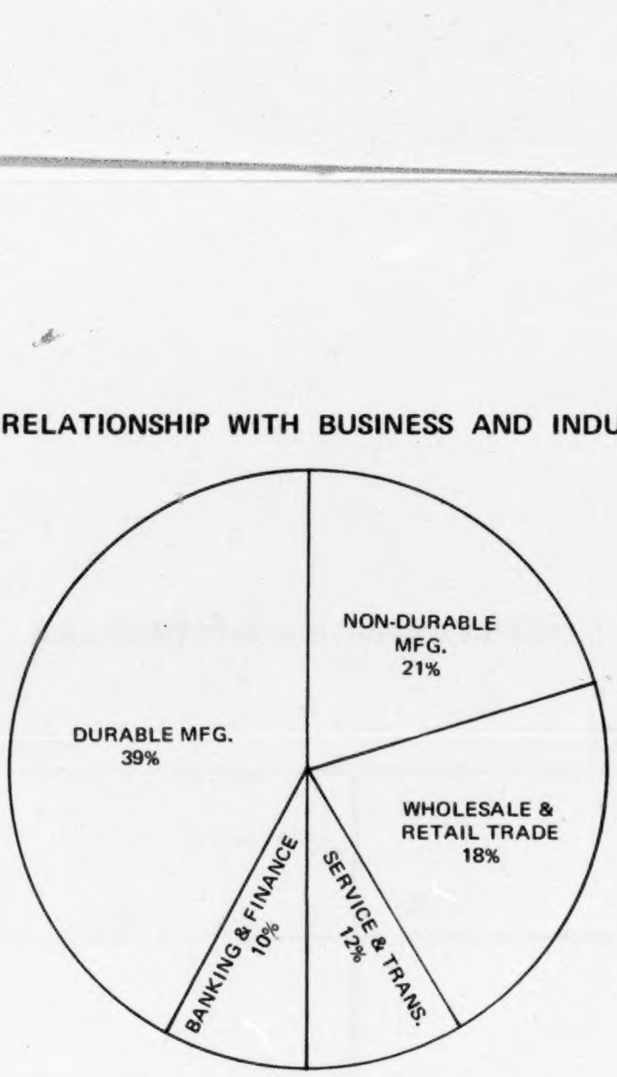
PERCENTAGE OF INDUSTRIES REPRESENTED
BY FIRMS EMPLOYING PARTICIPANTS

PERCENTAGE OF OCCUPATIONAL CATEGORIES REPRESENTED BY



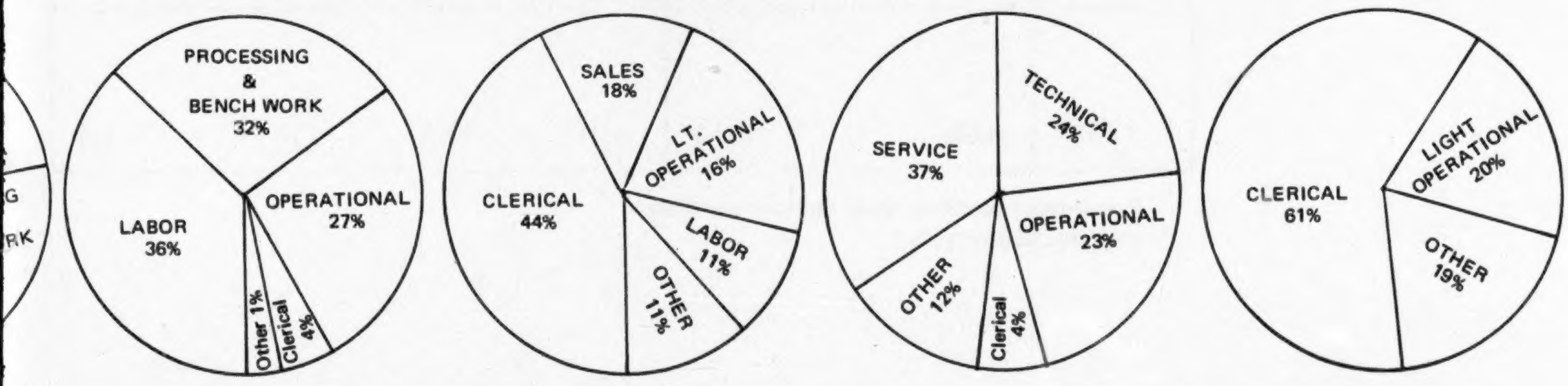
DURABLE MFG. NON-DURABLE MFG. WHOLESALE & RETAIL TRD. SERVICE & TRA

III: RELATIONSHIP WITH BUSINESS AND INDUSTRY



PERCENTAGE OF INDUSTRIES REPRESENTED
BY FIRMS EMPLOYING PARTICIPANTS

PERCENTAGE OF OCCUPATIONAL CATEGORIES REPRESENTED BY INDUSTRY



NON-DURABLE MFG.   WHOLESALE & RETAIL TRD.   SERVICE & TRANSPORTATION   BANKING & FINANCE

I: PROFILE OF PARTICIPANTS ENROLLED

	SEX		RACE			
			Non-white		White	
SEX	#	%	#	%	#	%
M	3,270	64.7	3,166	62.7	104	2.0
F	1,784	35.3	1,751	34.7	33	.6
TOTAL	5,054	100.0	4,917	97.4	137	2.6

*Percentages based on total number enrolled.

**Includes 553 recycled.

AGE

SEX	TOTAL	%	Under 17	&	17-18	%	19-20	%	21-25	%	26 & UP	%
M	3,270	100.0	19	.6	1,754	53.6	904	27.6	471	14.4	122	3.7
F	1,784	100.0	11	.6	651	36.5	486	27.2	484	27.1	152	8.5
TOTAL	5,054	100.0	30	.6	2,405	47.6	1,390	27.5	955	18.9	274	5.4

EDUCATION
(Highest Grade Completed)

SEX	TOTAL	%	Grade 8* & Below	%	Grade 9	%	Grade 10		Grade 111		Grade A** & Above	%	Unknown	%
M	3,270	100.0	532	16.2	904	27.6	1,034	31.6	352	10.8	431	13.2	16	.5
F	1,784	100.0	97	5.4	430	24.1	941	52.8	144	8.0	169	9.4	3	.1
TOTAL	5,054	100.0	630	12.5	1,334	26.4	1,975	39.0	496	9.8	600	11.8	19	.4

*4.2% did not complete a primary education.
**1.0% attended a college or university; none graduated.

POLICE RECORD

SEX	TOTAL	%	NO ARREST RECORD	%	ARREST RECORD	%	JUVENILE RECORD	%	UNKNOWN	%
M	3,270	100.0	1,613	49.3	1,249	38.2	232	7.1	176	5.3
F	1,784	100.0	1,414	79.3	156	8.7	72	4.0	142	7.9
TOTAL	5,054	100.0	3,027	59.8	1,405	27.8	304	6.0	318	6.3

TEST SCORES
(Non-verbal Beta I.Q.)

	NUMBER TESTED						(Normal Range)					
SEX	TOTAL*	%	BELOW 70	%	70-89	%	90-109	%	110-129	%	ABOVE 129	%
M	2,704	100.0	102	3.7	545	20.2	1,611	59.6	386	14.2	60	2.2
F	1,510	100.0	24	1.6	187	12.4	961	63.6	332	21.9	6	.4
TOTAL	4,214	100.0	126	2.9	732	17.4	2,572	61.1	718	17.0	66	1.5

*Total number tested.

DEVELOPING AN AUTOMATED REPORTING SYSTEM

In the past, JOBS NOW's methods of data collection and of reporting were almost exclusively keyed to the production of periodic statistical summaries. These summaries contained demographic data on participants. The project was unable to generate meaningful reports on an individual participant's history, and on over-all company activities. Information from which follow-up activities began was incomplete. This inability to develop thorough reporting activities was due to the great work-load connected with the accumulation, sorting, and the preparation of complete summary progress reports. Data relating to particular participant histories, and company activities was available, but the man-hours and energies consumed in the collection of such data made it unreasonable to expect the necessarily rapid production of pertinent follow-up information. Data was not gathered and organized quickly enough. The project was moving into areas for which it did not have the prope information.

Concentrated efforts were begun to automate the Central Information Office. Every attempt was made to create an automated structure which was not completely foreign to older procedures. However, in certain areas, completely new channels were made to gather additional data. In the future, information will be automated, and analyzed on a cycle by cycle basis by:

Participant Activity:

CIO will be able to determine what happens to participants enrolling in any cycle, from the time of the person's entry through his on-the-job experiences. Tri-cycle and final statistical group reports will be prepared.

Team Activity:

For purposes of better control and evaluation of individual teams, a Team History Report will be

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Participant Activity:

CIO will be able to determine what happens to participants enrolling in any cycle, from the time of the person's entry through his on-the-job experiences. Tri-cycle and final statistical group reports will be prepared.

Team Activity:

For purposes of better control and evaluation of individual teams, a Team History Report will be turned out every cycle. This will reflect the referral and placement rates of each team, the number of companies developed by that team, and its follow-up activities, including up-dated dispositions on all participants.

Company Activity:

The company Activity Report provides a cross-reference of all referrals made to employment. Each cycle, participants referred to a given company will be listed detailing the results of the referral, and presenting job retention and mobility figures on those participants currently employed.

The utilization of these reports will provide a complete view of the project's job program development, placement, and on-the-job advancement activities. These reports will be available for review each cycle. This information will provide the statistical data necessary for the Total Summary Report.

CORRIGENDA

PAGE	COLUMN	LOCATION ON PAGE	MISTAKE
10	3	Line 2 from bottom	indentified
11	1	Line 9 from top	The company cannot be..
12	1	Line 13 from bottom	Minunderstood
24	2	Line 20 from top	Section I, Page 9
42	3	Line 10 from top	informatoin
44	3	Line 10 from bottom	response.
44	3	Line 8 from bottom	goup
51	2	Line 6 from bottom	see Page Thirty-one (49
53	2	Line 11 from bottom	see Page 35
54	3		

CORRIGENDA

PAGE	MISTAKE	CORRECTION
n bottom	indentified	identified
n top	The company cannot be...	The coach cannot...
om bottom	Minunderstood	Misunderstood
om top	Section I, Page 9	No. 3, above
om top	informatoin	information
om bottom	response.	response (omit period)
om bottom	goup	group
om bottom	see Page Thirty-one (49)	see Page 49
rom bottom	see Page 35	see Page 51
		delete footnote